

Race to the Top
Application for Initial Funding
CFDA Number: 84.395A

Iowa Department of Education
Des Moines, IA

II. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
 - a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;
 - b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and
 - c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- d) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- e) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- f) Increasing high school graduation rates (as defined in this notice); and
- g) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

- a) Evidence for (A)(1)(ii):
- b) An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- c) The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- d) The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it including the extent to which ...
[recommended length, 10 pages]

(i) ... the State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

██████████ was likely going to drop out. It was 2005, and he was a freshman at East Marshall High School.

That year, Mechdyne Corporation, a company in nearby Marshalltown, Iowa, wanted to encourage the Mayo Clinic to donate a used virtual reality lab to East Marshall and provided technology assistance in helping to manage it. Rex, the principal of ██████████ rural school community was intrigued. Could the 270 students in our high school use this lab for teaching and learning?

Four years later, the experiment that ██████████ Rex, and their community of LeGrand, Iowa, started has led Iowa’s chief state school officer and many other state leaders to radically change their thinking about education reform. No longer satisfied just with improving instruction, they now understand how powerful a transformed learning environment can be.

What happened at East Marshall High School? ██████████ and three other students unboxed that virtual reality lab and transformed the way a state thinks about teaching and learning. They re-assembled the lab in their high school and, armed only with the printed manual, the internet, some textbooks, and advice from practitioners online, went about figuring how to use it for instruction.

At that time, their virtual reality lab was the only system in the United States available to high school students. Teachers throughout the school come to the students who ran the lab to have the students design applications that they could use with their students in biology, chemistry, and physics. In this unique learning environment, ██████████ and his peers were allowed to direct their own

learning, to interact with professionals in the STEM field, and to try out new ideas in a surprising space. The virtual reality students demonstrate self-discipline and self-direction through independent learning, important 21st century employability skills.

Today, there are now eight virtual reality labs in schools across the state, which have been donated by businesses. The lab at East Marshall High remains student-run. Teachers at East Marshall are rethinking their role from director to facilitator of knowledge. Rex and other principals in his professional network are reconsidering what they do as school leaders to unleash learning in their schools. Policy makers and education leaders across the state are embracing a vision of learning environments unlike any they had imagined before.

And [REDACTED]? Four years later, [REDACTED]—once heading toward dropping out—not only stayed in school; as a senior in the spring of 2009, he had a patent pending for a virtual reality application; by summer 2009, he had graduated high school; and he now is at Iowa State University, studying computer engineering and robotics.

This experience sets the vision for a groundbreaking statewide focus on innovation and 21st century learning outcomes. For Iowa, this goes beyond standards-based reforms as we know it. Rather than looking purely at the knowledge students should obtain in school, we are looking for the knowledge they will *create*. Outcomes such as these are embodied in the new “Iowa Core” and are bolstered by Iowa’s Race to the Top plans to improve teaching, leading, and learning.

The Iowa Core

Passed by the Iowa legislature and signed into law by Governor Chet Culver in spring 2008, the Iowa Core builds on our state’s long history of community leadership in education, relying on districts in collaboration with partners across the state for implementation in high schools by 2012 and in elementary and middle schools by 2014. The Iowa Core is centered on a well-researched set of *essential concepts and skills* in literacy, math, science, social studies, and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills). The Core is intended to support teachers as they take learning to a deeper level and by focusing on authentic intellectual work and formative instruction. (See Appendix A pages 3-39 for an overview of the Iowa Core and implementation plans.)

Some may remember a story about Iowa as being the only state without standards. Nothing could be farther from the truth. Iowa's expectations for students start with mandated state content standards and benchmarks that were few and broad for student across the state. Our philosophy of deeper and more rigorous expectations for students is akin to the national movement toward higher, clearer, fewer standards. In Iowa, this is embodied in the essential concepts (what students should know) and skills (what students should be able to do) outlined in the Iowa Core, which go beyond our initial student standards to incorporate international benchmarks and state-of-art thinking about 21st century skills. (Iowa was an early member of the national Partnership for 21st Century Skills and used this relationship and informational resources in developing the Iowa Core.) The Iowa Core identifies the critical learnings—knowledge and skills—that students will need to succeed in a rapidly-changing, technology-rich, information dense 21st century. The critical factor about the Iowa Core is the importance of not just essential concepts, but also the essential *skills* necessary to success.

Passage of the Iowa Core came after years reviewing the research on effective practices in instruction, school leadership, and student supports. Based on this review of research, Iowa invested in several major initiatives to improve learning and teaching in order to offer models and supports for school districts. (See Appendix A, page 49, and Section (A)(3) for examples of our initiatives.) As the Iowa Department of Education (IDE) began planning for widespread scale-up, however, the system started showing signs of being overwhelmed. Teachers soon to realize that they needed support to change their practice around new understandings of how children learn; administrators acknowledged they did not have the capacity to blend and braid all of the high quality state-provided initiatives into strategic, manageable, and powerful reform; business and community leaders knew they needed to step up their support for education.

Thus, as the magnitude of change required to fully implement the Iowa Core became apparent to school districts and teachers, they asked for help. The stage was set for a cross-cutting group of educators, content experts, community members, business leaders, and national experts to engage in an intensive process to review and update Iowa's content standards and to develop the Iowa Core. From there, Iowa has devised a groundbreaking implementation plan for the Core that, again, would be bolstered by the Race to the Top.

Iowa Core Implementation

Every district in the state is in the process of developing its implementation plan for phase one of the Iowa Core for grades 9-12. This approach turns the tables from a typical state roll-out, which usually starts in the primary grades. By beginning in the high schools, Iowa has been able to engage secondary educators in unique ways. Many districts are planning their implementation across their K-12 schools, but the special emphasis on the high school has secured interest, attention, and engagement that gets at the very heart of what education should build toward: a student ready for college and career.

The Iowa Core Implementation Plan (Appendix A, page 23) includes six outcomes: Leadership, Schools, Community, Content, Instruction, and Assessment. The outer circle on the graphic represents the interaction among the first three components and the various systems, processes, and initiatives critical in supporting the work of teaching and learning. Implementation plans call for an integrated approach to addressing the systems-level needs of students and educators through the full engagement and focused actions of leadership, schools and support agencies, and, importantly, the community. The way the community is connected into implementation plans is unique, in that the community is seen not only as a support to or an advocate for education, but as a site for learning. By connecting the community so deeply in an implementation plan, Iowa has redefined community involvement in schools.

The Iowa Core also calls for an aligned system of content, instruction, and assessment, focused on the Iowa Core Curriculum Essential Concepts and Skill Sets. The inner circle focuses attention on:

- What to teach (Content)
- How to teach (Instruction)
- How teachers can determine whether students are learning important content and skills and how students can keep track of their own progress (Assessment)

Evaluating Implementation

Because the Iowa Core provides the foundation for Iowa's Race to the Top plan, our Race to the Top Memorandum of Understanding (MOU) (Appendix A, page 67) requires participating districts to take part in a survey in the fall of 2010 to gather baseline data necessary for tracking implementation of the Iowa Core. The state will cover the costs of this survey out of resources other than Race to the Top. Iowa will be one of three states taking part in this pilot survey to capture voices of a million students, their parents, and the teachers, administrators, and staff who serve them. Funds to administer this survey are provided by the Quaglia Foundation and Pearson Foundation. Capturing these baseline data will allow Iowa to track implementation on multiple measures.

Indeed, we also need multiple measures of student achievement and growth in order to determine the success of implementation. Teachers and administrators have been asking for more and better measures of student achievement and growth, so that they can base day-to-day instructional decisions as well as ongoing systems decisions on accurate representations of the strengths and weaknesses of student achievement and system design. Iowa's institutions of higher learning and employers also are indicating a need for deeper and more comprehensive measures of attainment of the essential concepts of the Iowa Core, especially in STEM and 21st century skills (employability and technological literacy, notably). Accurate measures of these skills and competencies at the K-12 level enables higher education and the workplace to build upon, as opposed to remediate, youth as they transition from high school to college and the world of work. Thus, a major piece of Iowa's Race to the Top plan will be found in our standards and assessments component.

The Path Forward

It is important to understand the while Iowa has long played to the strength of its local control traditions, it also has been on a steadfast path toward instituting demanding standards of professional practice and student outcomes. Specifically, in addition to its content standards, benchmarks, and the Iowa Core, Iowa was an early signatory on the Common Core Standards initiative, bringing along many states that were prepared to follow their lead. Iowa has professional standards for teachers, administrators, and, uniquely, for its support system of regional educational service centers, called Area Educational Agencies, or AEAs. The State Board of

Education has used its authority for program approval to cause deep changes in administrator preparation and Iowa's teacher education programs.

This historic commitment to investing in high quality education is critical given Iowa's overall state plans for economic sustainability and quality of life. As a predominantly rural state, Iowa's economy has traditionally been founded on one major industry: agriculture. While agriculture remains the major industry, shifts in the last thirty years had led small manufacturing to take a more prominent role in Iowa's economic landscape. More recent economic shifts have brought three new industry sectors to Iowa's economy: bioscience, advanced manufacturing, and information solutions. Each of these industries requires substantial preparation in mathematics and science, as well as 21st century skills including the ability to use disparate information to solve novel problems. Such an investment in education will pay off, as each of the new sectors of our rural economy has the potential for high yield. Thus, the imperative to deepen Iowa's approach to education is urgent.

Iowa's Race to the Top Priorities

Achieving our goals will be a massive undertaking. Iowa has a strong foundation and a solid strategy for increasing our implementation capacity and our ability to exercise leadership for systemic change. We will organize our Race to the Top work around five major priorities:

- Competency-based education
- Balanced assessment systems
- Responsive data platforms
- Teacher and administrator evaluation and support
- Intensive school support

Race to the Top Priority #1: Competency-based education

The Iowa Core is not course-based, but rather is a student-based approach that supports high expectations for all students. In this way, it provides a foundation for moving toward a competency-based system of education, which is the fulcrum of Iowa's Race to the Top program. The idea of a competency-based system of education is that we organize education around helping students to achieve essential concepts and skills—such as those embodied in the Iowa Core—rather than organizing education by student age and course title. Currently, most systems are designed around the Carnegie Unit, which was developed over a century ago for a different time and context. Our education systems still expect students to complete a certain number of hours in a course, whether they had acquired the content and skills for that course before the course started, whether they met the standards mid-way through the course, or whether it would have taken them extra time beyond the course schedule to achieve mastery. A competency-based system would allow students to demonstrate acquisition of knowledge and skills at any point in their education career, thus allowing them to progress to the next level of difficulty or subject matter at their own pace. In this way, the system adjusts to the needs of the student, rather than expecting the student to adjust to the needs of the system.

We already have the authority to do this in Iowa; our schools and districts can promote students based on competency rather than seat time. The challenge is having access to multiple valid and reliable measures of student growth that offer the student, parent, teacher, administrator, other systems such as higher education, and the general public confidence that students are achieving what they must in new learning environments and on a non-standard schedule. These measures of student achievement and growth include summative achievement scores, as well as multiple, authentic measures of student performance in both tested and untested subjects. Once we have these measures and the assessments for them in hand, every part of our system can be aligned and move together toward a more individualized model of student and professional practice and performance.

In Iowa, we already have a strong technological infrastructure that currently is being used for students to gain access to credits that would not otherwise be available in their schools or at their pace. Because we are a largely rural state, Iowa was ahead of the curve in using technology to provide a platform for education: Iowa has invested in statewide systems of distance learning since the early

1980s. The challenge is that while this technological infrastructure currently provides students access to many of the *courses* they need, we need to make the transition to a system that is competency-based so that our technology backbone can be used as we wrestle with determining how a student can claim mastery when they have not fulfilled traditional seat time requirements in LEAs.

Through Race to the Top, districts will take the next steps to implement plans and learn about the barriers and the opportunities for competency based instruction, such as everything that we have been learning through East Marshall High's virtual reality lab. Iowa's Race to the Top program will provide resources, tools, and innovative ideas to help us make a competency-based system come alive.

Fully implementing a new system of competency-based education will not be easy. Though we have the policies and many systems in place and will garner resources, tools, and innovations through our Race to the Top program, we still are asking our teachers, administrators, parents, policy makers, and community members to let go of many of our most cherished notions of schooling. Everywhere we turn, current policies, structures, and practices in education are implicated in sustaining our 20th century system of education, which is book-based, and largely designed for individual teachers acting as content experts as they direct instruction for 20-30 students within the four-walls of a classroom housed in a free-standing school building. We intend to move our education system into the current century, where Iowa's students have access to engaging, robust learning opportunities in personalized learning environments that provide for anytime, everywhere learning and opportunities for team-based, inquiry-oriented, project-based tasks, and where advancement is performance-based rather than time-based. Iowa will use the Race to the Top program to provide the technology, information, and resources to back up the will we have garnered to change the policies and practices that are keeping us from transforming our schools. This includes assessments to gather multiple measures of achievement by which students can demonstrate competency; examples of innovative curricula that advance learning through non-traditional means; replacement units for students who are missing only portions of a content area; and agreements among parents, community members, and other systems to accept these changes.

As part of our Race to the Top program, we will start a pilot project in year one with a subset of LEAs and AEAs whereby we try out different competency-based strategies. Through this process, we will discover the kinds of personal, professional, and systemic

barriers in the way to change. In our LEA Memorandum of Understanding for Race to the Top, we require districts to develop a plan for a competency-based option for a grade span, content area, or 21st century skill by the end of the third year of Iowa's Race to the Top program, using guidance from the pilot state project, and will begin implementing the plan during the fourth year. Thus, through Race to the Top, Iowa's school districts will implement projects to create learning environments that help students achieve the essential concepts and skills as embodied in the Iowa Core. We believe this may be the lever we have been looking for to transform education as we know it.

Race to the Top Priority #2: Balanced Assessment Systems

One reason Iowa has developed a “no standards” reputation is that we began systematically using assessment data long, long before most states imagined a statewide standards and assessments strategy. In 1935, the Iowa Statewide Testing Program was developed as a voluntary, non-profit cooperative program for Iowa schools provided as a service to the schools by the College of Education of The University of Iowa. Beginning with the Iowa Every Pupil Tests, the emphasis in the program has been on the use of assessment results for instructional purposes. The Iowa Every Pupil Tests became the Iowa Tests of Basic Skills (ITBS), used in grades K-8. Schools participating in the program subscribe to a comprehensive program of professional services: ITBS test materials, scoring and reporting services, and consultation are available throughout the school year. In 1942, the Iowa Tests of Educational Development (ITEDs) were provided for grades 9-12. Virtually all Iowa school districts—both public and private—have voluntarily participated in this program annually since its inception. ***That means Iowa has used assessment data for instructional improvement for over seventy years.*** This culture of data use also contributes to a culture of research. Iowa schools that participate in the Iowa Testing Program provide assistance by participating in research projects and test development efforts conducted by Iowa Testing Programs.

This magnificent history has provided each teacher with information about each of their students, and has created a culture of data use for instructional improvement. This experience also has led the state to a commitment that no one test is sufficient for high stakes decisions, and to our commitment to use Race to the Top funds to expand the quality of multiple measures.

Therefore, a second cornerstone of Iowa's Race to the Top program is the development of multiple, authentic measures of student achievement and growth and the use of such measures in a balanced assessment system. With collaborators in a multi-state consortium, internationally-renowned experts here in our state and from across the nation, participating districts and AEAs, standards and curriculum experts, and professional developers, we will build a comprehensive system of standards, assessments, professional development, and instructional improvement. Our Center for Collaborative Inquiry on Balanced Assessment will provide the backbone to connect participating districts in this effort.

Race to the Top Priority #3: Responsive data platforms

Iowa has a strong commitment to helping students achieve the essential skills and concepts in the Iowa Core, and to the use of a balanced assessment system with multiple, authentic measures of student achievement and growth to determine student, teacher, principal, school- and system-wide performance and development. Indeed, if we hope to move toward a publically viable competency-based system of education, we will need ways to manage and validate information on student and system performance. To do this, we must have responsive data platforms with new capabilities for data sharing, mining, protection, and quality. Our work on Responsive Data Systems will help shore up our system support that will allow great teaching, leading, and learning to set the course.

In order for teachers to be involved in the development of curriculum and the development and scoring of assessments, for assessments to be used to continuously improve teaching and learning, for multiple measures to evaluate students and schools to be developed and validated, we must have new technologies to enable quality and information systems that support accountability. Through this priority, we will engage multiple users as we develop and test systems to capture and collate examples of student and teacher work and as we test out the capabilities we will need and the possibilities we will want to entertain.

State Race to the Top Priority #4: Teacher and administrator evaluation and support

Iowa has led the nation in teacher and administrator policy. From developing requirements and standards for professional development; implementing a mentoring and induction program for new teachers and administrators; promulgating professional standards for not only teachers and administrators but also AEA staff; a model of assessment *for* learning; nationally-recognized models for school leadership; and an evaluation system that is detailed in Iowa Code and supported by trained evaluators. (See Appendix A, page 136.) The Iowa legislature invested in teacher salaries and professional development toward the goal of increasing Iowa's competitiveness nationally. The State board of Education required all of Iowa's administrator preparation programs to completely re-engineer their programs and Iowa has a preparation program running outside of the traditional higher education institutions, run by a partnership of the statewide school administrators association and two AEAs. Finally, Iowa's investment in school leadership in particular has been so consistent and smart that they have been cited as one of three states named as the best in progress towards a cohesive leadership system by a RAND Corporation study released in October 2009 (see Appendix D, page 61).

However, Iowa recognizes that its work is far from over. Teaching, leading, and learning are complex, and Iowa is committed to ensuring its evaluation system reflects and embraces the complexity. Further, Iowa understands that in order for its education community to buy into, unite under, and benefit from an evaluation system, the development of such evaluation system must include and involve everyone. Thus, the plan for building a comprehensive evaluation system reflects Iowa's fundamental beliefs about teaching, leading, and learning, and includes and involves the entire Iowa education community. The particular challenge we will undertake through the Race to the Top program will be to take the multiple, authentic measures of student achievement and growth that are discussed in section (B) and appropriately incorporate these measures into the comprehensive educator evaluation system as a significant factor such that the system will remain rigorous, transparent, fair, and increasingly useful.

We further will expand the teacher Pay-for-Performance and Career Ladder pilot projects that the legislature authorized over the past several years so that we might continue to gather evidence on their effectiveness (Appendix A, page 43-48). We will continue to evaluate these pilots in order to inform state and local policy on teacher compensation and career advancement. The state also will

provide examples of potential measures of the effectiveness of professional learning communities so that districts can support movement toward new systems of teaching and learning.

All of this work will be done in collaboration with a subset of AEAs and community partners, a volunteer set of participating districts who will be deeply involved in the development work, and all participating districts who will be submitting teacher and student artifacts to support professional development, as outlined in the Teacher Quality Partnership plan in section (D).

State Race to the Top Priority #5: Intensive School Supports

The Center will work with a subset of participating LEAs to identify additional ways to systemically support, learn from, and engage children and families of color and poverty, as well as children and the adults in our most struggling schools. The lessons we learn from schools engaged in dramatic reinvention and/or focused attention to eliminating achievement gaps will be important for *all* schools in Iowa. Thus, our approach to Intensive School Supports is both to build and infrastructure of support *and* a process for disseminating lessons learned among the many schools with which the state has intensive engagements.

We have three strands of work within this priority. The first strand is support the persistently lowest-achieving schools within our participating LEAs. Our second strand of work will focus on serving schools with the largest gaps in achievement between average achievement statewide and the achievement of low income students. Our third strand will focus on overcoming racial disparities in achievement and student experience.

Iowa has developed over the past six years a sophisticated and research-based model for assisting low-performing schools, which leverages state, regional, and local expertise around a research-based process for school improvement. Currently, Iowa assists its low-achieving schools through the Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA), which was developed in 2003 in response to federal and state legislation (described in section E). Multiple measures of student achievement and growth will not only deepen our ability to make instructional decisions, they will advance our ability to allow students to achieve credits based on competence and not seat time.

This two-year process for SINA includes five phases—an audit phase, diagnosis phase, design phase, implementation phase, and evaluation phase. A diverse staff team housed at the IDE and the AEAs, as well as a reserve of national expert consultants, will build upon this process as they support the persistently lowest-achieving schools. While the current Iowa Support Team process assigns team members to schools who are intensively involved during the three-month audit, diagnosis, and design phases of the process, these staff members have limited time to work closely with schools during the implementation and evaluation phases. Thus, under Race to the Top, Iowa will modify its SINA process to support LEAs in turning around its lowest-achieving schools through multiple levels of involvement: the Iowa Department of Education, Area Education Agencies (AEAs), and the schools themselves. Iowa will support its initially-identified lowest-achieving schools for the full four years of the Race to the Top grant. This longer-term support for school turnaround is supported by research on school improvement strategies that have been used over the past decade that indicate schools need at least four years for improvement to take hold systemically in a previously low performing school.

Conclusion, for now

In order for each and every student in Iowa to achieve the essential concepts and skills articulated in the new Iowa Core, in our Race to the Top plans we propose a bold plan that goes *beyond* reform. It is simply not acceptable for us to continue to tinker with the system that currently exists—a system created for a world that no longer exists. Instead, we must transform and continue to adapt our system of education to meet the ever-evolving needs of students in a global community. In Iowa, we are committed to breaking the mold of individual educators in isolated classrooms and schools. In fact, we imagine an education system that reaches beyond the physical boundaries of classrooms and buildings. We recognize this means abandoning long-held beliefs about the nature (and location) of teaching, leading, and learning. We further recognize that this requires creating new learning environments that engage and motivate students; providing appropriate supports to students and their families; and growing and supporting collaborative teams of professional educators who have multiple opportunities to develop, and actually develop, deep competency to facilitate student learning for this century. The students and the residents of Iowa deserve nothing less.

These Race to the Top initiatives are the right work in the right place at the right time.

Right work: The Iowa Core calls for an education system that helps students acquire essential skills and concepts in literacy, math, science, social studies, and 21st century learning skills. In order to succeed in today's technology and information rich, global economy, Iowans looked at international benchmarks while defining the Iowa Core. Whether communities prioritize investments in STEM or a focus on employability skills and civic literacy, the Iowa Core provides the unifying mandate for change.

Right place: Iowa has a long history of community leadership in education and relies on partners across the state—business and industry, students and families, community colleges and four-year institutions, elected officials and advocacy associations—to bring reform goals to life. Iowa's approach to regional implementation capacity and systemic change offer an exciting model for transformation in a largely rural state, while lessons from our experiences can inform all states.

Right time: Iowa has already invested in the infrastructure that our Race to the Top plans are based on and planning is underway in every local community for how to implement the Iowa Core. This vision has won the hearts and minds of Iowa educators, school board members and teachers association representatives. Now is the time to commit the extra resources we need to capture our shared energy for reform.

(A)(1)(ii) Articulating the extent to which the participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas (45 points) and (iii) the LEAs that are participating in the State's Race to the Top plans will translate into broad statewide impact (15 points)

We chose to put together a stringent MOU for participation in Race to the Top. LEAs had to agree to everything in MOU, which included some provisions that go beyond the scope of the minimum Race to the Top requirements. Sixty-one percent of Iowa's local educational agencies (LEAs) have signed onto the Race to the Top program. This represents a huge vote of confidence in Iowa's strategy, and just the right number and mix of districts to lead to broad statewide impact. Our emphasis is on supporting our rural communities with our Race to the Top resources. Being able to spread those funds across a wide swatch of Iowa, and being able to dive deeply into the work over a significant amount of time, means that over half of our districts will have implemented reform by the

end of the four years. This is by far past the tipping point. Still, our over-arching strategy also includes engaging our regional system of support, our Area Educational Agencies.

The bottom line really is that the districts who signed up are those districts that simply do not have the resources to fully implement on their own the vision embodied in the Iowa Core. They are hungry for support.

Summary Table for (A)(1)(ii)(b)		
Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	221	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	221	100%
(ii) Professional development on use of data	221	100%
(iii) Availability and accessibility of data to researchers	221	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	221	100%

(ii) Design and implement evaluation systems	221	100%
(iii) Conduct annual evaluations	221	100%
(iv)(a) Use evaluations to inform professional development	221	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	221*	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	221	100%
(iv)(d) Use evaluations to inform removal	221	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	221	100%
(ii) Hard-to-staff subjects and specialty areas	221	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	221	100%
(ii) Measure effectiveness of professional development	221	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	NA**	NA

* Our standard MOU did not require districts to link compensation to evaluations because we are planning to continue our pay-for-performance pilots through Race to the Top. We do not currently have appropriate mechanisms to connect compensation to evaluation.

** Only a small subset of Iowa’s districts have persistently lowest achieving schools, and we have a law that requires those districts to intervene, so this was not included in our standard MOU.

In Iowa, we added several clauses to our MOU for participating LEA. Every LEA agreed to each additional clause. The complete MOU is attached in Appendix (A)(1). Some of the key specific clauses in our MOU include:

LEA affirms they will submit their Iowa Core implementation plan to the Iowa Department of Education by July 1, 2010, as required by Iowa law.
LEA will develop a plan for a competency-based option for a grade span, content area, or 21st century skill by the end of the third year of Iowa's Race to the Top program, using guidance from the pilot state project, and will begin implementing the plan during the fourth year.
LEA will take part in a survey in the fall of 2010 to gather baseline data necessary for tracking implementation of the Iowa Core. (Costs of the evaluation will be covered by the state.)
LEA affirms they will work with community members and other supporting agencies in implementing the Iowa Core.
LEA will collaborate with other school districts, AEAs, community colleges, higher education institutions, and other supporting agencies to meet the requirements of the Race to the Top program.
LEA will implement a local instructional improvement program to ensure students acquire the essential concepts and skills embodied in the Iowa Core. Such a program incorporates: <ul style="list-style-type: none">• a strong and enacted curriculum,• effective curricular materials,• professional development,• district-wide balanced assessment system,• the use of information on student achievement and growth to inform and improve instruction.
LEA will share implementation data/information/lessons learned with the state.
LEA will submit samples of multiple, authentic measures of student work to the state once the data platform is operational.

LEA will implement competency-based promotion for at least one subset of students or content areas by the end of the third year of Iowa's Race to the Top program, using guidance from the pilot state project.
LEA will collect and submit examples of student and teacher work for the purpose of developing multiple, authentic measures of student achievement and growth and teacher work for the purpose of professional development, respecting student and teacher confidentiality.
LEA affirms they will use their Iowa Core implementation plans to support student achievement of the essential concepts and skills outlined in the Iowa Core.
LEA will submit teacher and student artifacts to support professional development.

Summary Table for (A)(1)(ii)(c)			
Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	217	221	98%
President of Local School Board (or equivalent, if applicable)	221	221	100%
Local Teachers' Union Leader (if applicable)	171	217*	79%
* Four participating LEAs do not have local teacher associations.			

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	221	362*	61%
Schools	794	1,488	53%
K-12 Students	222,223	467,664	47%
Students in poverty	67,743	162,043	42%

* These data are from academic year 2008-2009, the most recent year for which all data required in the application are available. In academic year 2009-2010, two LEAs consolidated, bringing the total current number of LEAs in Iowa down to 361. The 2008-2009 data set is used in this table for consistency.

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

SEE APPENDIX A, PAGE 78, FOR THE DETAILED TABLE FOR (A)(1)

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— *(20 points)*

- a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

- a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions

of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans *(30 points)*

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plan

How can we scale up multiple initiatives in a way that results in a coherent system of PK-12 education—without overwhelming the system? This was the question posed by Iowa Director of Education Judy Jeffrey in January 2009. At that point, Iowa had invested in years of research and development to initiate high quality, powerful supports for local improvement, described in section (A)(1) and more fully detailed below in section (A)(3). Iowa also had worked systematically to build its internal capacity to support

dramatic change in our system of learning and teaching. Specifically, we have carefully engaged our Area Education Agencies (AEAs) as partners in improving education.

Originally organized to deliver special education and media services particularly to rural communities that did not have the capacity to provide these services themselves, over the thirty year history of AEAs in Iowa they have gradually grown to become a more crucial component in Iowa's education system. Iowa's AEAs had been utilized more as a key component in a system of standards-based reform. The lucky overlap of an Iowa-based but nationally-recognized leader within the AEA network (who served as the chief of an AEA and the president of the national Association of Educational Service Agencies Foundation) with a visionary and deliberate chief state school officer who saw the promise of a regional infrastructure of support (who also served as president of the Council of Chief State School Officers) led to a unique understanding of the interconnected web of supports, accountability, and expertise needed to transform education. Working with other state, regional, and local educators and education advocates, these two leaders led the effort to meld the state and the regional systems in Iowa.

By 1996, the Iowa State Board of Education was convinced to formally bring the AEA network and the state system together. To build the role and quality of practice within the AEAs, the State Board expanded accreditation standards and the process of accreditation under Chapter 72 of the Iowa Administrative Code (see Appendix A, page 149) to include requirements for the educational, special education, and media services provided by an AEA. Iowa is one of only a handful of states to have standards of professional practice and accountability for its regional educational service agencies. The AEAs now joined Iowa's schools, school districts, colleges and universities in living up to standards that must be met in order to be accredited.

In the landmark Student Achievement and Teacher Quality Act of 2001, AEAs were further charged with using the then brand-new Iowa Professional Development Model in all of their professional development services. This consistent use across the state by the major professional service providers created a "tipping point," whereby teachers and administrators not only recognized the quality of the professional development model...they began to demand that all of their professional development be so designed. The AEAs have been necessary agent of this powerful work to improve teaching, leading and learning.

Running alongside the strengthening of the AEA network and its focus on teacher and leadership development, Iowa also invested in a series of research-based initiatives to address our most critical needs. These initiatives run the gamut from specific interventions for struggling early readers, to programs to support whole subgroups of students, to whole-scale high school reform efforts, and beyond. (A list of the initiatives is in section (A)(3) and in Appendix A, page 49). By January of 2009, IDE staff members were preparing to scale-up numerous initiatives right about the time districts were beginning to realize the magnitude of change called for by full implementation of the Iowa Core. As teachers and administrators started looking to the future, and as the economic challenges started to take their toll in education, the system began showing signs of strain. The menu of supports provided by the state department did not seem to ease nerves; instead it frayed them even further as districts faced a veritable smorgasbord of options for school improvement. Districts struggled to find the right balance of initiatives that would meet their particular needs and build on their strengths. They found that they lacked the ability to effectively blend and braid the many possible initiatives into a systemic approach to address local needs.

In response, with the support of REL Midwest, the IDE convened a Research to Action Forum with West Wind Education Policy Inc. in July 2009, in order to clarify and help resolve the challenge of scale that Iowa faced. West Wind brought in collaborator Dean Fixsen, head of the State Implementation and Scaling up of Evidence-based Practices (SISEP) Center—along with the national experts and state consultants from nine of the state’s reform initiatives; local, regional, and state-level education practitioners; representatives of the major statewide associations; higher education; and legislative staff—for a two-day “think tank” to deliberate the challenge of scaling-up multiple initiatives toward the goal of implementing the Iowa Core. Two points were central to this investigation: (1) current plans for scaling-up effective initiatives are going to overwhelm the system and (2) each of us will have to do our jobs differently if we want to create new systems of learning and teaching.

With this frame for the investigation, we found in this and in the ensuing follow-up work an infrastructure for implementation and systems change perfect for our context. Building on the strength of the existing AEA structure and the insights of implementation

science, systems change, and adaptive leadership, we are designing around a logic model that includes cascading implementation teams to build knowledge and capacity to speed up the spread of effective reform.

State Plan

Scaling-Up Statewide Implementation Logic Model

Through research on implementation science, systems change, and leadership, connected to experience working with state departments of education over the past eighteen years, the organizing consultants at the think tank offered a design for an infrastructure to support statewide implementation of education innovations. The beginning of the logic model for this infrastructure is depicted in Figure 1. While the figure may look complex, the functions bring coherence to what now is a fragmented and inadequate process in nearly all States, in education and in all other human service systems. (See Appendix A, page 86 for selected chapters from *Implementation Research: A Synthesis of the Literature*).

The heart of an infrastructure for implementation is the regional

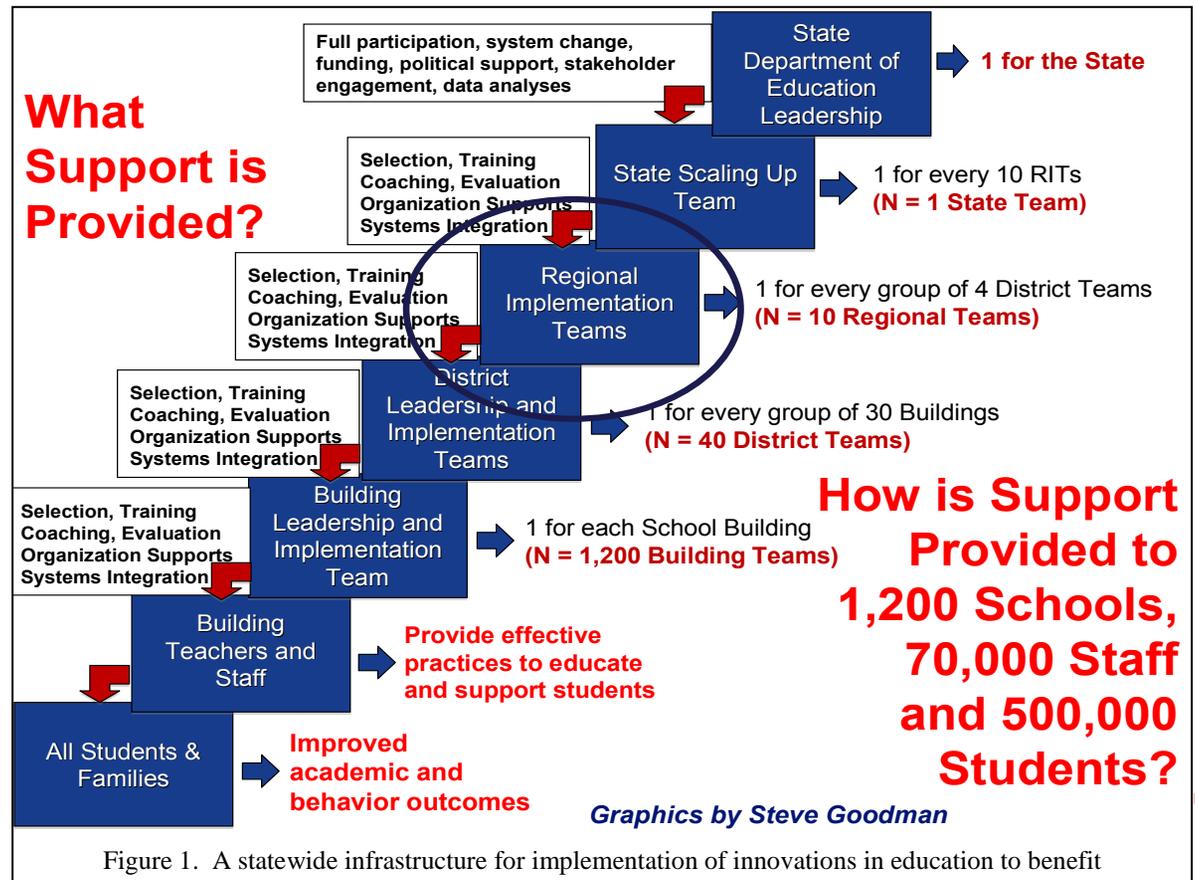


Figure 1. A statewide infrastructure for implementation of innovations in education to benefit

implementation team—in Iowa’s PK-12 education system, our AEA network. Thus, our description will begin there.

Regional AEA Implementation Teams

The development of an infrastructure for implementation in a State relies upon the development of implementation teams. An implementation team consists of individuals who:

1. Know *interventions* from a practice point of view,
2. Are skillful users of *implementation* methods,
3. Are thoroughly engaged in continuous *quality improvement* cycles in all aspects of their activities, and
4. Are adept users of *system transformation* methods.

A regional implementation team is made up three to five members who engage in a wide variety of implementation, organization change, and system transformation activities. They work with districts, schools, teachers, and staff in a given geographic or interest area. They serve as an active link between policy and practice, ensuring that information is used to create an increasingly hospitable environment for successful implementation and sustainability.

To rapidly develop capacity, the first generation regional implementation team will be staffed with too many overqualified people (e.g., nine members with considerable expertise in the innovations of interest to the State, implementation, organization change, and system transformation). Implementation research suggests that future regional implementation teams would be spread across a State with approximately one regional implementation team for every one hundred schools. Given the size of many of our participating schools, we will be able to serve them in consortia, so we could have one team for every 125 schools. Thus, in Iowa, with nearly 1,500 schools, we would build toward twelve AEA implementation teams

Centers for Collaborative Inquiry

Our regional implementation teams will be housed in newly established **Centers for Collaborative Inquiry (CCI)**. For each major Race to the Top priority, we will select a subset of AEAs that will serve with the Department and with volunteer participating districts in a Center for Collaborative Inquiry for that priority. Convening project design teams that understand the multiple goals of Iowa's comprehensive reform plan, each Center for Collaborative Inquiry will engage in state of the art research and development with national, state, and local experts to design, implement, evaluate, and scale up their projects.

Our CCIs will be staffed by a mix of IDE and AEA staff, along with different national contractors depending on the nature of the effort underway. We will hire a director for Race to the Top who will help to coordinate the staff of the Centers. Each Center will be comprised of staff with several different types of expertise and all will be trained in implementation science, adaptive leadership, and systems change.

As noted, given their existing knowledge base and skill set, the first generation implementation team members work full-time: a) using their specialized knowledge related to implementation and systems change to help LEAs choose, install, implement, and sustain innovations that benefit students, b) creating readiness and assuring full implementation, c) helping others achieve student benefits. In the context of their other implementation duties, the first generation implementation team members must be able to devote at least twenty-five percent of their time to scaling up activities, in order to:

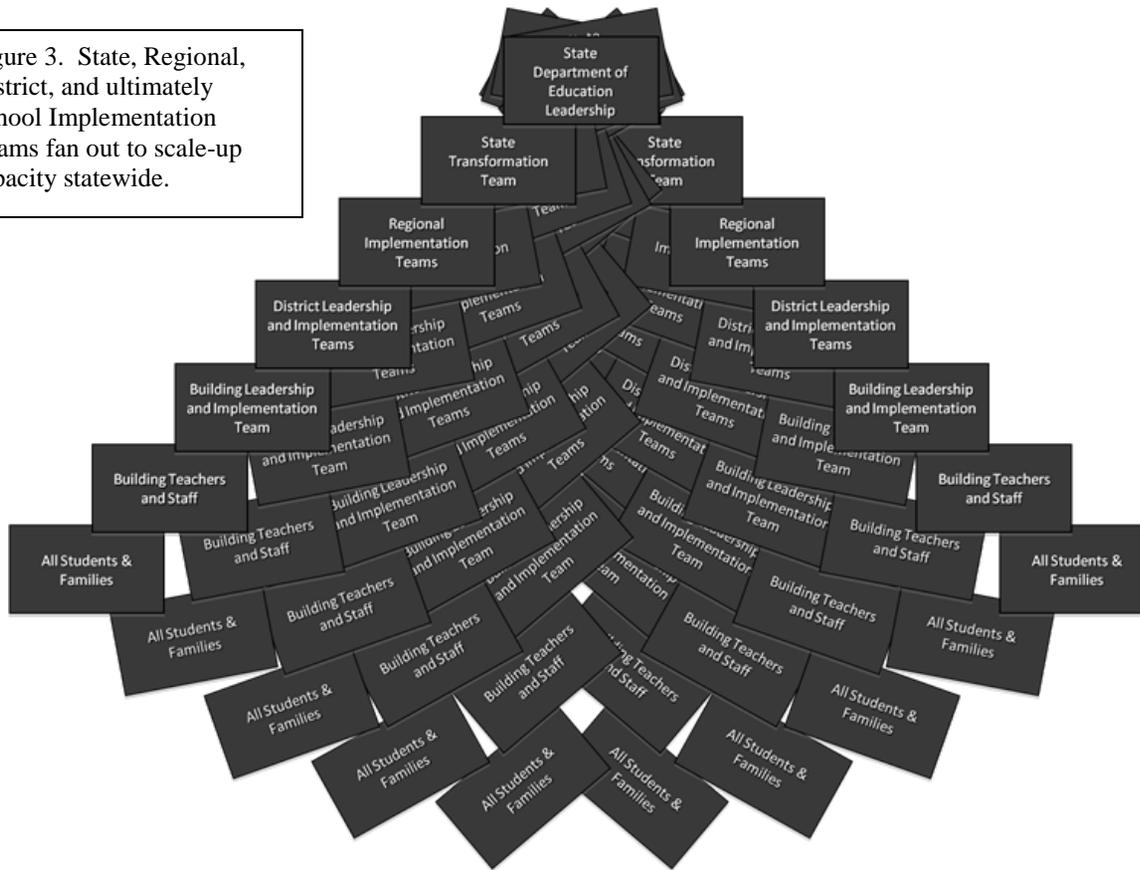
- a. Attend weekly meetings to plan next steps and to review success and challenges to date
- b. Develop as a “team” with articulated roles and responsibilities
- c. Develop protocols and tools for supporting implementation (e.g. Guide Books for District Leadership Teams, Resource mapping tools, District entry checklists)
- d. Revise and refine both protocols and tools based on data and experience so that subsequent implementation teams can be developed more effectively and efficiently.

In addition to the regional implementation team members, two full-time state transformation specialists work closely with the

Centers for Collaborative Inquiry and external experts to:

- a. Help assure the success of the overall initial efforts to form functional and linked implementation teams at multiple levels (e.g. State, AEA, LEA) ,
- b. Plan for the development of subsequent regional implementation teams that eventually will saturate the State,
- c. Identify policies, practices and regulations at every level of the education system and across systems that are in the way of education transformation, and
- d. In Year 3 become the core of the State Scaling Up Team (see Figure 1) that will be responsible for the operation and further development of the infrastructure for implementation for the State.

Figure 3. State, Regional, District, and ultimately School Implementation Teams fan out to scale-up capacity statewide.



Regional Implementation Team Activities

More a set of relationships than a formal structure, regional implementation teams are focused on developing, maintaining, and improving *district* Leadership and Implementation Teams in each school district or group of districts (where districts might have few schools). In turn, the district team works with approximately 30 schools to develop competent *school* Leadership and Implementation Teams that ensure effective implementation of innovations by teachers and staff in classrooms. Regional implementation teams also work with state leaders and family and community members to help align system goals and functions.

To ensure effective and sustainable implementation, implementation team members work simultaneously at all levels of the system. Working simultaneously at all levels is critical, especially during the developmental stages of the infrastructure for implementation, to assure strong linkages and transparent feedback loops, within and across levels within each district and within the state. It is in this way that implementation can be shortened from the typical eighteen years it takes for an innovative practice to take hold, to only four years.

Iowa will use its Race to the Top funds to create State, Regional, and District Implementation Teams within five Centers for Collaborative Inquiry, created to address each of our four Race to the Top priorities: Competency-Based Education Systems; Balanced Assessment Systems; Responsive Data Platforms; Teacher and Administrator Evaluation and Support; and Intensive School Support. Participating districts, AEAs, and community partners will join these Centers to engage in the development required for priority area, the professional development necessary to become experts in each priority area, the practical work necessary to implement reform, and the development of implementation capacity to ultimately take reforms to scale. After one year of design and two years of development and pilot practice with half of the participating districts, each of the Center's teams will be prepared to scale their support to the rest of the participating districts, fanning out to build capacity for implementation systems leadership statewide. By the end of the fourth year, they will be prepared to go to scale statewide.

(A)(2)(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support

Iowans share a collective pride in the long history of academic accomplishment here and they also share an urgency to continue pursuing academic excellence in collaborative efforts toward innovation, improvement, and reform is a shared concern.

The Iowa State Legislature has been supportive of efforts to enhance education data systems, develop the Iowa Core Curriculum, and our Teacher and Administrator Quality legislation. In January 2010 passed SF 2033, a bill that modified Iowa Code to lift some regulations and requirements from schools working in innovation zones; removed the cap and repeal date for charter schools; and required districts with our persistently lowest-achieving schools to select an intervention model and undertake major reform.

The Iowa State Education Association (ISEA) is the state affiliate of the National Education Association and represents 34,000 educators in Iowa. ISEA stands ready to support the implementation of Iowa's Race to the Top plans. ISEA and the Department of Education have a history of collaboration on important initiatives including the Iowa Core and the Teacher Quality Program.

School Administrators of Iowa (SAI) represents all of Iowa's elementary and secondary principals and superintendents. SAI is excited about moving toward a competency-based system and believes in balanced assessment systems and the importance of professional development and support.

The Iowa AEA system is regarded as one of the strongest regional assistance systems in the country and every AEA chief supports working with the Iowa Department of Education to build capacity and bring to scale all components of the Race to the Top grant. Offering special education services, media and technology services, instructional services, professional development, and leadership, the AEAs have concentrated on delivering these services as a system in the past five years.

Iowa's 15 community colleges support all of the goals of the Race to the Top plan. In particular, Iowa's community colleges hope to participate in the innovative new teaching and learning models that connect K12 education through college. The community colleges individually and collectively commit to supporting the implementation of Iowa's Race to the Top plans.

The ability of Iowa business to succeed in the workplace depends on the skills of the workforce and the Iowa Business Council, made up of the top executives of twenty of the largest businesses in the state, is committed to working to effectively align and implement the plans that Race to the Top funding will help achieve. Likewise, the Greater Des Moines Partnership supports Iowa's plans. The Partnership believes a quality education system with workforce connections is a critical component of effective economic development.

The Division of Iowa Workforce Development believes funds from Race to the Top can bring the implementation of the Iowa Core to fruition. Iowa Workforce Development will work with the Department of Education to continue our students' quest to become members of a skilled workforce and be prepared to face the challenges of the global economy.

The University of Iowa, home to the Iowa Testing Programs, an international leader in educational testing and measurement, offers its strongest support. Used throughout the United States and Canada, the Iowa Tests of Basic Skills and Iowa Tests of Educational Development, were both developed at the UI College of Education. Iowa has a thriving testing industry, including ACT, headquartered in Iowa City, which derives from the research and expertise of UI's faculty.

The University of Northern Iowa is the largest teacher preparation institution in Iowa and partners with the Iowa Department of Education, the AEAs, and local school districts to make sure all students graduate prepared for college, a career, and citizenry. UNI is home to Price Laboratory School and the proposed Research and Development School which provides model innovative practices that are shared with Iowa's educators. UNI is committed to helping Iowa implement the Iowa Core and supports Iowa's Race to the top plans.

It is the hope of the Iowa Parent Teacher Association that Iowa will be funded and be able to implement its Race to the Top plans to have a competency-based system, balanced assessment systems, teacher and administrator evaluation and support, and supporting our persistently lowest achieving schools. The PTA is connected to Iowa's Race to the Top plans through making sure children are our first priority.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

- a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

As noted above, Iowa has been engaged in a concerted effort to improve instruction, leadership, and advancing the systems that support high student outcomes. Research shows that the most effective teachers are producing not just a little more growth, but as many as six times the learning gains produced by least effective teachers. It also shows that these effects accumulate over the grade levels, with initially similar-achieving students separated by as many as 50 percentile points three years later based solely on the quality of the teachers to which they were assigned. Most importantly, these differences are not explained by differences in the race, socioeconomic, or prior achievement of the students, but mainly by the differences in the quality of the teachers. Therefore, Iowa believes must provide the very best systems of teaching for our students.

Our state policy infrastructure is strong in this regard. In 2001, Iowa passed the Student Achievement and Teacher Quality Act, which set the stage for significant work to come (see Appendix A, page 40). In this landmark legislation, Iowa passed teaching standards, created a required mentoring and induction program (*one of the first states to do this; still there are only 23 such state-level programs in the nation*), mandated high quality professional development, and set into code a comprehensive teacher evaluation system, along with training for evaluators of teachers.

This suite of programs set the stage for the powerful work in Iowa focused on instructional improvement. The Iowa Department of Education (IDE) is required to annually report information related to educator quality, such as the statewide progress on student achievement scores and improvements in the evaluation of teachers under the Iowa Teaching Standards. In addition, specific areas that have been implemented are:

- Mentoring and induction for beginning teachers and administrators (Iowa is one of only 15 states with such a program);
- Eight Iowa teaching standards and 42 criteria defining expectations for all teachers;
- Two levels, beginning and career, of a four-level career ladder based on skills and knowledge;
- An increased minimum salary level for beginning and Career I teachers;
- Team-based variable pay pilots (which were adjusted to Pay-for-Performance Pilots in 2006).

Since passage of the legislation, Iowa has advanced practice in several existing programs and added others to help support educators in their efforts to provide world-class education. Thus, we currently have a collection of Educator Quality initiatives reshaping how teachers in our state are supported and compensated. These initiatives are described more fully section D, and are attached in Appendix D, and include:

- **Iowa Professional Development Model**

One of the most significant advancements to come out of the Teacher Quality legislation is our research-based Iowa Professional Development Model. Intent on helping teachers to deepen their knowledge and actually change their practice for better results, our model provides a structure for focused, collaborative professional development that directly supports the goals of student achievement.

- **Teacher Evaluation**

Teacher Evaluation is a way to determine whether or not a teacher is providing quality instruction in the classroom. In general, this is done through continuous monitoring of the classroom through observations, conferencing with the teacher, setting goals, monitoring student learning, and communicating results. All teachers in Iowa must be evaluated by an educator who has successfully completed an evaluator approval program.

- **Mentoring and Induction**

Every new teacher in the first or second year of the profession in Iowa enters into a two-year induction program that addresses the teacher's personal and professional needs and provides assistance to demonstrate competence on the Iowa Teaching Standards. A mentor is assigned to each teacher to observe, critique, and provide support and advice on effective teaching practices. Monetary compensation is provided to mentors supported by a state appropriation.

- **Teacher Compensation**

Iowa recently moved from Team-Based Variable Pay established in 2001 to Pay-for-Performance and Career Ladder pilot programs designed to establish the effectiveness of different teacher compensation methods. We look forward to using Race to the Top funds to expand the pilot based on lessons learned thus far.

- **Iowa Teacher Development Academies and other IDE-sponsored Professional Development**

The Iowa Teacher Development Academies (ITDAs) feature research-based content and are designed to support local school districts and Iowa's AEAs in offering professional development based on the Iowa Professional Development Model. Iowa's districts have had the opportunity to participate in ITDAs during the past three years. Content provided in the Teacher Development Academies includes Cognitively Guided Instruction, Concept Oriented Reading Instruction, Question Answer Relationship, and Second Chance Reading.

- **District and Individual Career Development Plans**

Individual Career Development Plans are intended to support the professional growth of individual teachers as part of the district's focus on increasing achievement for all students. The plans are based on the needs of the teacher; the Iowa Teaching Standards and Criteria; and the student achievement goals of the building and district as per the Comprehensive School Improvement Plan. District Career Development Plan helps administrators make connections between the Comprehensive School Improvement Plan structure and the Iowa Professional Development Model.

Another outgrowth from the 2001 teacher quality legislation has been a redoubled commitment on the part of the Iowa Department of Education to build the data systems needed for an evidence-based education system. Iowa has moved to a unique student identifier for K-12, which is now required by postsecondary in Iowa, and the state has invested an ongoing appropriations from the Rebuild Iowa Infrastructure Fund. This includes a legislative appropriation for partial funding of eTranscripts and EdInsight. The legislature also directed the IDE Community College Division and Iowa Workforce Development to work on a joint effort to create an Iowa education and training database.

This kind of systematic, deliberate, and comprehensive educator quality agenda characterizes Iowa's approach to reform. As noted in (A)(1) above, our statewide commitment to reform was further bolstered in 2008 when, in an effort to build on with the passage of the Iowa Core. With the Core, Iowans have a truly comprehensive and forward-looking vision to serve as the catalyst and container for our efforts. Our task now is to unleash just how path-change this policy infrastructure can be. By investing in teaching,

leading, and learning—specifically by shoring up our infrastructure for balanced assessments, data systems to support a wide range of assessments and student work

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to —

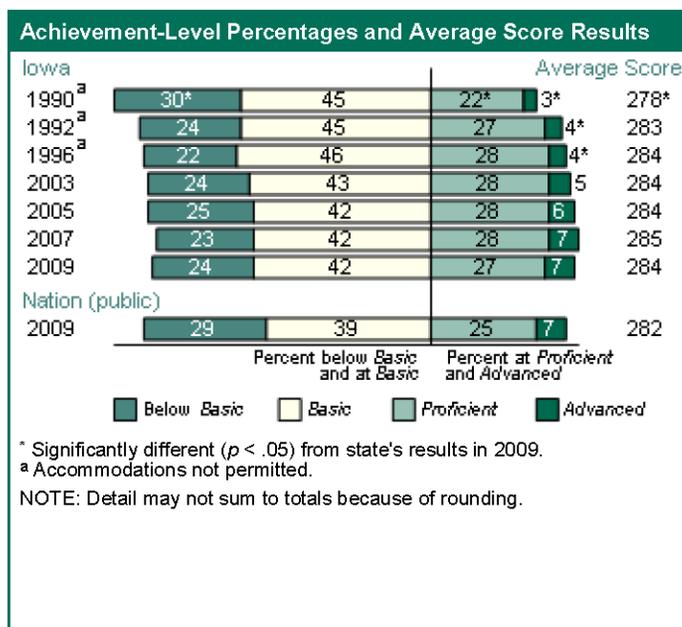
Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Iowa has historically been known for its high performance on test such as NAEP and ITBS/ITED. Overall, Iowa’s NAEP scores remain significantly higher than the national average. However, Iowa’s mathematics scores have not changed significantly since 2005, while other states earnestly implementing standards-based reforms saw an increase in their student scores. (See Appendix A, page 195

through 232 for detailed information about Iowa NAEP data.)

For example, in grade eight mathematics



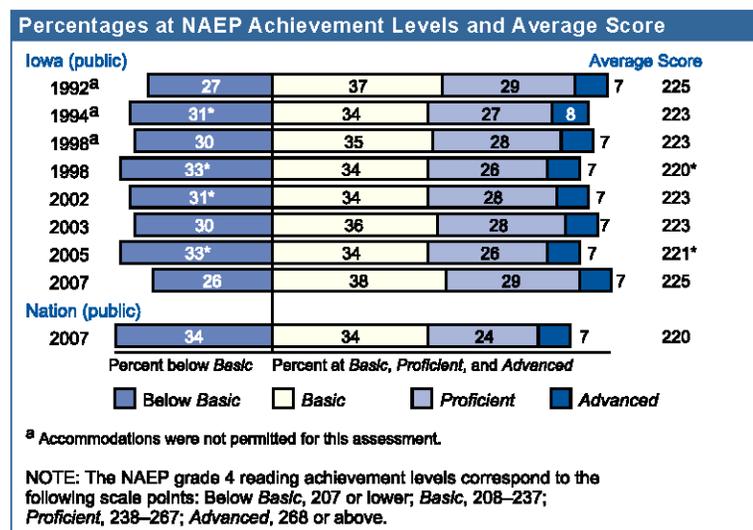
the 2009 mean score was 284 while the average for the nation’s public schools was 282. This was significantly higher than Iowa’s scores in 1990 (278), but not different from 2007. Likewise in 2009, the percentage of students in Iowa who performed at or above *Basic* was 76 percent. This was greater than that for the nation's public schools (71 percent). The percentage was greater than in Iowa in 1990 (70 percent), but was not significantly different from that in 2007 (77 percent). Iowa grade eight students at the highest level, advanced, have increased from 3 percent to 7 percent since the 1990 assessment.

In 2009, the average mathematics score for fourth-grade students in Iowa was 243. Again, this was higher than that of the nation's public schools (239). The 2009 score was higher than in Iowa in 1992 (230) and in 2005 (240), but has not changed since 2007. Similarly, the percentage of students in Iowa who performed at or above *Basic* (87 percent) was greater than that for the nation's public schools (81 percent). The percentage of students in Iowa who performed at or above *Basic* in 2009 (87 percent) was greater than that in 1992 (72 percent), but was not significantly different from that in 2007 (87 percent). Iowa grade four students at the highest level, advanced, have increased from 2 percent to 6 percent since the 1992 assessment.

READING

4th Grade

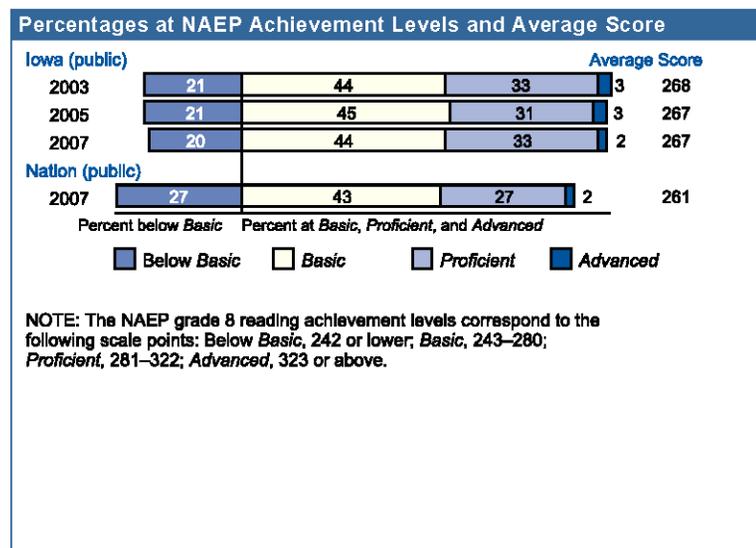
In 2007, the average scale score for fourth-grade students in Iowa was 225. This was higher than their average score in 2005 (221) and was not significantly different from their average score in 1992 (225). Iowa's average score (225) in 2007 was higher than that of the nation's public schools (220). The percentage of students in who performed at or above the Iowa NAEP *Proficient* level was 36 percent in 2007. This percentage was not significantly different from that in 2005 (33 percent) and was not significantly different from that in 1992 (36 percent). The percentage of students in Iowa who performed at or above the NAEP



Basic level was 74 percent in 2007. This percentage was greater than that in 2005 (67 percent) and was not significantly different from that in 1992 (73 percent).

8TH Grade

In 2007, the average scale score for eighth-grade students in Iowa was 267. This was not significantly different from their average score in 2005 (267) and was not significantly different from their average score in 2003 (268). Iowa's average score (267) in 2007 was higher than that of the nation's public schools (261). The percentage of students in Iowa who performed at or above the NAEP *Proficient* level was 36 percent in 2007. This percentage was not significantly different from that in 2005 (34 percent) and was not significantly different from that in 2003 (36 percent).



IOWA INDICATORS UNDER ESEA

To comply with the Elementary and Secondary Education Act, Iowa requires seven state indicators for student success. They are:

- 1) The percentage of all fourth, eighth, and 11th grade students achieving a proficient or higher reading status on the ITBS or ITED;
- 2) The percentage of all fourth, eighth, and 11th grade students achieving a proficient or higher mathematics status on the ITBS or ITED;
- 3) The percentage of all eighth and 11th grade students achieving a proficient or higher science status on the ITBS or ITED;
- 4) The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate;
- 5) The percentage of high school seniors who intend to pursue postsecondary education/training;
- 6) The percentage of high school students achieving at the ACT national average score or above and the percentage of students achieving an ACT score of 20 or above;

and 7) The percentage of high school graduates who complete a “core” high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (*Iowa Administrative Code* – 12.8(3)).

(a) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA

NAEP

The Iowa NAEP mathematics score for fourth-grade students who were eligible for free or reduced-price school lunch, an indicator of poverty, had an average score that was 17 points lower than that of students who were not eligible for free or reduced-price school lunch. This performance gap was not different from 1996 (15 points). Similar results can be seen for grade eight where the performance gap was 23 points in 2009. The percent of students eligible for free or reduced-price school lunch in the state and in the state NAEP sample increased sharply during the period beginning in 1996 through 2007, from 31 percent to 37 percent in grade four and from 19 percent to 33 percent in grade eight.

In Iowa data was first reported for Black students in 1996 and for Hispanic students in 2003. Prior to that time there was not a large enough group in the state to meet reporting requirements. The White-Black gap (19 points) has not closed in fourth-grade since Black students were first reported in 1996. In grade eight the White-Black gap has remained at about 23 points. For Hispanic students the gaps have fluctuated 7 points or more, but due to the group size the changes are not significant and may have been due to change in the sample selection.

AVERAGE READING AND MATHEMATICS SCORE GAPS BETWEEN SELECTED GROUPS (NAEP)

4th Grade

In 2009, male students in Iowa had an average score that was not significantly different from that of female students. This performance gap was not significantly different from that in 1992 (1 point).

Results for Student Groups in 2009					
Reporting Groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Gender †					
Male 51		243	87	43	6
Female	49	242	87	40	5
Race/Ethnicity					
White 84		245	90	45	6
Black 5		226	69	17	1
Hispanic 8		223	64	17	1
Asian/Pacific Islander	2	259	94	66	23
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program †					
Eligible 37		232	77	25	2
Not eligible	63	249	93	51	7

Rounds to zero. ‡ Reporting standards not met.
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

In 2009, Black students had an average score that was 19 points lower than that of White students. Data are not reported for Black students in 1992, because reporting standards were not met.

In 2009, Hispanic students had an average score that was 22 points lower than that of White students. Data are not reported for Hispanic students in 1992, because reporting standards were not met.

In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 17 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (15 points).

8th Grade

In 2009, male students in Iowa had an average score that was not significantly different from that of female students. This performance gap was not significantly different from that in 1990 (5 points).

In 2009, Black students had an average score that was 28 points lower than that of White students. Data are not reported for Black students in 1990, because reporting standards were not met.

In 2009, Hispanic students had an average score that was 21 points lower than that of White students. Data are not reported

Results for Student Groups in 2009					
Reporting Groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Gender †					
Male 51		285	76	35	8
Female	49	284	76	33	5
Race/Ethnicity					
White 86		287	79	37	7
Black 5		259	50	9	2
Hispanic 6		266	57	15	1
Asian/Pacific Islander	2	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡
National School Lunch Program †					
Eligible 3		269	61	17	2
Not eligible	67	292	84	42	9

‡ Reporting standards not met.
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

for Hispanic students in 1990, because reporting standards were not met.

In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 23 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was wider than that in 1996 (15 points).

ESEA

In accordance with the requirement criteria for this section, the table below reflects data from indicators 1, 2 and 4. Subgroup data are shown for gender, race/ethnicity, and socioeconomic status (determined by eligibility for free or reduced price lunch).

READING

Iowa demonstrated modest reductions in the gaps in all but one subgroup between the 2003 and 2009 biennia. [African American (4.3), Hispanic (2.4), Asian (1.8), American Indian (-.06), Free and Reduced Eligible (1.9)]

The state is implementing four major projects to improve reading instruction and, therefore, reading proficiency levels for students. These initiatives are designed to help all students succeed, thereby, decreasing achievement gaps.

- Every Child Reads K-12 is a professional development strategy for large-scale, building-based structured school improvement focused on accelerating the reading achievement of students, with a special emphasis on students who are experiencing difficulty.
- Reading First is designed to accelerate the reading achievement of students in Kindergarten through 3rd grade in low performing/high poverty schools so that all students are reading at grade level by the end of third grade.
- The Teacher Development Academies are a series of professional development opportunities offered to teams from public schools featuring research based content and nationally recognized trainers. The Academies offered in the area of reading are Concept-Oriented Reading, Second Chance Reading and Question/Answer Relationship.
- Strategic Instruction Model promotes effective teaching and learning about the critical core content in schools through content Enhancement Routines and Learning Strategies Curriculum.

Iowa’s professional development efforts in mathematics are organized around the Every Student Counts (ESC) and the Teacher Development Academy (TDA)—Cognitively Guided Instruction (CGI). The goal of these efforts is to develop the capacity to provide quality professional development and technical assistance to schools focusing on improving achievement in mathematics for all students and, thereby, reducing achievement gaps.

The percentage of 11th graders who are proficient in math provides some information about whether students are ready for postsecondary work. Students designated as proficient can, at a minimum, do the following: sometimes apply math concepts and procedures, make inferences with quantitative information, and solve a variety of quantitative reasoning problems.

At the secondary level Every Student Counts is closely aligned to the National Council of Teachers of Mathematics (NCTM) content and process standards with a strong emphasis on Teaching for Understanding using Problem-Based Instructional Tasks and Meaningful Distributed Practice. Year one of the initiative focused on NCTM content standards Algebra and Number Sense and all five of the Process Standards. This past year the focus was on Geometry and Measurement and embedding the five Process Standards into professional development.

Math-in-CTE Professional Development is a model to integrate math into Iowa’s Career and Technical Education (CTE) programs at the secondary and postsecondary levels.

INCREASING HIGH SCHOOL GRADUATION RATES.

H.S. GRADUATES													
YEAR	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
RATE	88.1	88.2	88.7	89.2	89.4	90.4	89.8	90.7	90.8	90.5	88.7		

Although the graduation rate has decreased slightly, Iowa continues to have one of the highest graduation rates in the country. The adjustment in the rate is due, in part, to enhancements in Iowa’s data system. The 2008 graduating class is the first group of students to have had a statewide identification number for all four years. This has allowed Iowa school districts and the Iowa Department of

Education to keep careful accounting of each ninth grader as he or she progressed through school. The system has provided advancements in determining when a student graduates, even if the student moved to a different district in the state during his or her high school career.

All efforts designed to increase student achievement contribute to the goal of increasing the graduation rate. In addition, the Department, in cooperation with the AEAs, has undertaken several efforts to support schools in reducing achievement gaps.

- The Strategic Instruction Model addresses many of the needs of diverse learners and specifically targets upper elementary through high school students who are struggling with learning.
- Instructional Decision Making supports the use of data for instructional decisions about groups of students and individual students. IDM provides schools with a process for early intervention of learning problems.
- Teacher Development Academies, specifically Second Chance Reading is designed to accelerate the achievement of students with significant delays in reading development at the middle and high school levels. Concept Oriented Reading Instruction is designed to provide a more engaging instructional approach to reading using content areas.
- "Our Kids" Project has multiple components that are intended to improve the achievement of English language learners.
- Learning Supports focuses on developing community and school structures to address the many barriers that impact student learning.

Iowa recognizes that while our plans for implementing the Iowa Core and developing competency-based systems of education will transform learning environments for all children, our efforts to date have suffered because in our strategy to improve education for *all* children, we have not been any more successful than other states in overcoming the patterns of achievement disparity by race and income. We address this specifically in our plans for intensive school support in Section E.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

d) (i) The State’s participation in a consortium of States that— *(20 points)*

Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

Includes a significant number of States; and

(ii) — *(20 points)*

(a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.²

²Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

Implementing the Iowa Core and creating competency-based systems of education are part of Iowa's comprehensive strategy for raising student achievement. To develop the Iowa Core, the IDE convened a Project Lead Team and Work Teams in the content areas of literacy, mathematics, and science. The Project Lead Team was charged with defining and collaborating with subcommittees in

identifying the essential content and skills of a world-class core curriculum. The initial phase of the project work focused on the areas of literacy, mathematics, and science; subsequent phases focused on social studies and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills). Districts now are being required to develop implementation plans for the Iowa Core, beginning with high schools and moving down into K-8 by 2012.

The Iowa Core provides the state a common beacon statewide, offering coherence across the systems of education within the state. However, as we look at the massive costs involved in developing high quality, effective student achievement measures, we realize that we will not have the funding need to reform the systems *and* implement significant changes of assessment and reporting methodology. Therefore, a great deal of the implementation work is described in (B)(3).

Consortium of States

Iowa was an early signor to the Common Core Standards initiative being organized by the National Governors Association and the Council of Chief State School Officers. Forty-eight (48) states and three territories are participating the Common Core initiative, which is being jointly led by the NGA Center for Best Practices and the Council of Chief State School Officers. An advisory group, including experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers, provides advice and guidance on the initiative.

The Common Core Standards include college and career-readiness standards, English-language arts, and mathematics (See Appendix B, page 4). They are research and evidence-based, aligned with college and workforce training program expectations, reflective of rigorous content and skills, and internationally benchmarked. International benchmarking will help state policymakers identify the qualities and characteristics of education systems that best prepare students for global success (See Appendix B, page 100 for *International Benchmarking and the Common Core*).

The Common Core Standards are being benchmarked through a separate process. The International Benchmarking Advisory Group consists of education experts representing education institutions, the business community, researchers, former federal officials, and current state and local officials. This Advisory Group's expertise and experience helped identify the need for international

comparisons and provided guidance for benchmarking state education system practices in areas such as standards, accountability, educator workforce, and assessments.

The process for developing and validating these standards follows.

Iowa has played a leadership role in the Common Core initiative, meeting as recently as December 17, 2009, with authors of the Common Core and discussing Iowa’s interests and concerns. Iowa’s Judy Jeffrey serves on the Board of Directors of one of the partner organizations, the Council of Chief State School Officers (CCSSO). CCSSO has committed to working with states to develop and implement the recommendations within the Common Core Standards.

Once the Common Core standards are adopted, the Iowa State Board of Education, which has legal authority to set the vision for Iowa’s future, will adopt the Common Core Standards.

Copies of the Memorandum of Understanding, the draft Common Core standards, documentation on international benchmarking, and a list of states and territories participating are in Appendix B.

Timeline

- September 2009 College and Career Readiness Common Core standards released for public comment
- December 2009 Iowa Director of Education Judy Jeffrey and a group of Iowa experts met with the authors of the Common Core to provide comment and advice
- January 2010 Draft of the K-12 English-language Arts and mathematics standards released for public comment
- August 2010 Final Common Core Standards released to the public

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).

The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

Iowa began systematically using student assessment data to improve instruction long before most states imagined a statewide standards and assessments strategy. In 1935, the Iowa Statewide Testing Program was developed as a voluntary, non-profit cooperative program for Iowa schools provided as a service to the schools by the University of Iowa College of Education. The initial Iowa Every Pupil Tests became the Iowa Tests of Basic Skills (ITBS), and are used in grades K-8. Schools participating in the

program subscribe to a comprehensive program of professional services: ITBS test materials, scoring and reporting services, and consultation are available throughout the school year. In 1942, the Iowa Tests of Educational Development (ITEDs) were provided for grades 9-12. Virtually all Iowa school districts—both public and private—have voluntarily participated in this program annually since its inception. ***This means that Iowa has used assessment data for decision making for over seventy years.*** This magnificent history has provided each teacher with information about the achievement and growth of each of their students, and each administrator with information about her/his students and teachers.

With the purposes of these assessments being grounded in instructional improvement, Iowa has a deep seated culture of data use. Decisions about the professional development needs of individual teachers, schools, and districts as a whole are stronger when reinforced by information gathered through assessments of student learning. On the flip side, there are limitations to the data acquired through the ITBS/ITEDs, too. First, it is well accepted that annual summative student achievement tests cannot be used for formative purposes. Teachers receive information on student achievement too long after the test administration to be useful in altering instruction.

Second, the Iowa tests do not cover all of the essential concepts and skills in the Iowa Core. For example, while reading comprehension is measured very well by the Iowa tests listening and speaking are not. Finally, the Iowa tests comprise a summative once-a-year exam, yet implementation of the Iowa Core would be greatly enhanced if teachers and administrators had access to high quality interim, benchmark, and end of course exams. High quality instruction engages students in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. Iowa endeavors to build a quality balanced assessment system statewide, which can be supported by pooling knowledge and resources across multi-state consortia.

State Plan

Iowa has signed onto a multi-state consortium that intends to apply for a grant through the separate Race to the Top Assessment Program. The Consortium on Developing Balanced and Comprehensive Assessments of the Common Core Standards is comprised of twenty-six states. A list of participating states is included in Appendix B, page 1.

Iowa also will participate in multi-state consortia to develop local balanced assessment systems for evaluating the integrated Iowa Core/Common Core standards. The consortium will support Iowa as we develop multiple, authentic measures of student achievement and growth that will be necessary to support professional development, instruction, evaluation, and other systemic decisions. In order to reach our Race to the Top goals of increasing student achievement, eliminating achievement disparities, and increasing graduation rates and college enrollment, we will need multiple, high quality measures of student achievement and growth.

Many districts in Iowa have adopted or developed their own local assessments that they use for these ends. However, the work of crafting and adopting assessments is expensive, time consuming, and requires a great deal of deep content knowledge and assessment expertise. Therefore, Iowa encouraged states to join with us, Nebraska, and Wisconsin in a multi-state consortium to develop high quality assessments of the Common Core to be administered locally. Twenty-five states have agreed to pool their resources in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) (See Appendix B, page 102 for MOSAIC MOU, and page 105 for the list of states). MOSAIC has three tiers of participation, depending upon state need. If Iowa wins a Race to the Top award, we would join at the highest tier. MOSAIC is designed so that states that do not receive Race to the Top funds may decide either to join at a lesser tier or to drop out. With twenty-five states signed onto MOSAIC, its viability is strong even if many of the states do not receive Race to the Top funds.

Iowa also will expand its own assessment development work, because MOSAIC will only cover some of the essential concepts and skills in the integrated Common Core/Iowa Core. This work is described in (B)(3).

Appendix B, page 102, includes the signed Memorandums of Understanding for MOSAIC.

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

Enhanced Standards

Because Iowa's plans are so intimately connected to implementation of the Iowa Core, which is a statewide process reflecting commitments by the Iowa legislature, Governor, State Board of Education, Board of Regents, IDE, AEAs, districts and schools, our Race to the Top plans on standards and assessments are grounded in Iowa Core implementation. This means that as soon as the Common Core Standards are available to states, Iowa will undertake a collaborative process of adopting the Common Core Standards

and integrating the Iowa Core essential concepts and skills within. We are confident that this integration will not be difficult. We develop the Iowa Core very recently, and did so in ways very similar to the Common Core Standards groups, using many of the same national expert consultants. Our approach took into consideration Iowa State Board of Education's goal that Iowa students become successful participants in a global community. Thus, our considerations in completing this work included the following:

- **The needs of students.** These needs include not only legacy content like reading, writing, arithmetic, logical thinking, understanding the writings and ideas of the past, but also those Marc Prensky, author of 'Digital Natives, Digital Immigrants' refers to as future content (2001). The 'future' content is digital and technological, including software, hardware, robotics, nanotechnology, and genomics and the ethics, politics, sociology, and languages that come with them.
- **The needs of a changing workforce.** In particular, jobs requiring a STEM-capable workforce have been growing faster than overall job growth. The Iowa Core teams paid attention to this as they developed their initial steps.
- **The need to remain globally competitive.** The sheer number of college graduates from other countries will change world dynamics. No longer do students from foreign countries have to come to the U.S. for higher education. No longer with the U.S. have enough engineers and scientists to fill the needs. Other countries will have the numbers that create new ideas, building companies that launch innovations, and produce goods wanted by the world. We benchmarked against TIMSS and PISA and we considered the concepts and skills necessary to be considered STEM-capable.

These guiding principles for the development of the Iowa Core are very similar to the principles that are guiding the writing of the Common Core Standards, in that the Common Core Standards will be:

- Aligned with college and work expectations
- Inclusive of rigorous content *and* application of knowledge through high-order skill
- Building upon strengths and lessons of current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Evidence and/or research-based

The similarities in process and focus between development of the Iowa Core and development of the Common Core, as well as our ability to talk with and encourage the writers of the Common Core Standards, suggest to us that integration between the two sets of standards will be relatively straightforward and efficient. To do this, as soon as the Common Core Standards are finalized and made available, we will reconvene the Iowa Core Project Lead Team and Work Teams in the content areas of literacy, mathematics, and science. They will undertake a systematic process of integration, resulting in an integration of the two sets of standards into one guiding document. This process will be coordinated through our new Center for Collaborative Inquiry on Balanced Assessment and will build on the prior knowledge of work group members.

Iowa's districts are in the process of developing plans for implementing the Iowa Core in grades 9-12, which they will submit to the state by July 1, 2010. Implementation planning is guided by the vision that each and every K-12 student in Iowa will learn the essential concepts and skills identified in the Iowa Core for life in the 21st Century.

- Each K-12 educator will embed the essential concepts and skills in rigorous and relevant instruction informed by ongoing formative assessment.
- Each and every educational leader will support and ensure an integrated system of content, instruction, and assessment, focused on the Iowa Core Curriculum essential concepts and skills.
- The Iowa Department of Education, Area Education Agencies (AEAs), Local Education Agencies (LEAs), and collaborative partners will work together to provide the necessary systems of support to establish and sustain structures as needed for the essential concepts and skills, instruction, and assessment.

Central to the implementation plans is an initial integration of local content with Core Curriculum essential concepts and skills in Literacy, Mathematics, Science, Social Studies, and 21st Century Skills (Civic Literacy, Health Literacy, Financial Literacy, Technology Literacy, and Employability Skills) and the identification of steps to address any gaps. Districts also must complete an initial analysis of professional development needs in the areas of instruction and assessment and integrate into the District Professional Development Plans (following CSIP procedures).

We expect that by December, 2010, we will be able to provide the integrated Iowa Core/Common Core standards to districts, which may necessitate some refinement to their initial plans. If this does occur, the Center for Collaborative Inquiry on Balanced Assessment, one of our Race to the Top collaboratives, will provide focused supports to districts, following the Iowa Professional Development Model.

The timing then works very well for the second round of planning by districts—districts must submit their Iowa Core implementation plan for grades K-8 in academic year 2013-2014.

High Quality Assessments

A cornerstone of Iowa's Race to the Top plan is the collection of multiple, authentic measures of student achievement and growth. The ability to measure student acquisition of the essential concepts and skills in the Iowa Core is necessary for our plans to move toward a competency-based system of education, and for any kind of valid and reliable system of evaluating teachers and administrators. The experience of 70+ years of using assessment data also has led the state to a commitment that no one test is sufficient for high stakes decisions, as well as to its commitment to use Race to the Top funds to expand the quality of and access to multiple measures of student achievement and growth that are comparable across classrooms. The challenge we intend to undertake is to appropriately measure students' acquisition of the essential concepts and skills articulated in the Iowa Core, including 21st century skills, utilizing multiple measures over time. We then will incorporate these measures into our data system (section (C)), teacher and principal evaluation system (section (D)), evaluation of our statewide initiatives, including the Iowa Core (section A), and our infrastructure to drive improvements in our lowest achieving schools (section (E)).

Having this work coordinated at the state and multi-state level also relieves the burden from local districts to develop assessments when the concepts and skills they want to assess are not captured in commercially available products. It makes possible tremendous advances in statewide support because resources are being pooled across multiple states. Thus, the assessment consortia described in section (B)(2) will dramatically increase Iowa's ability to undertake this process.

MOSAIC

Through the MOSAIC consortium, Iowa will have access to a computerized system that will provide opportunities for districts to load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

MOSAIC also contributes information intended for use in high quality professional development on the local implementation of a balanced assessment system and the use of data to inform instruction. The Balanced Assessment Center for Collaborative Inquiry will present this professional development, following the Iowa Professional Development Model. We also intend to develop new resources to support implementation of the Iowa Core, including video samples of teachers and a bank of instructional, leadership, organizational, and community practices that support students' achievement of the essential concepts and skills embodied in the Iowa Core.

The principles guiding our engagement in MOSAIC include:

1) Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.

Curriculum guidance to locals is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are clearly described and are exemplified by samples of student work. Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.

Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) Teachers are involved in the development of curriculum and the development and scoring of assessments.

Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that improve student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the demands of college and career in the 21st Century.

4) Assessments are structured to continuously improve teaching and learning. Assessment *as, of, and for* learning is enabled by several features of assessment systems: The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions. Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching. Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to improve the quality of learning and schooling.

Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems use multiple measures to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) New technologies enable greater assessment quality and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

Following these principles, MOSAIC will complement Iowa's existing summative statewide assessment system by developing a computerized system that will allow districts to load assessment tasks, items, and instructional materials, including performance assessments, to be used for interim and benchmark assessments at the district level. This will provide feedback at the systems level

for decision making about professional development and evaluation. MOSAIC also will provide a web-banked platform for sharing professional development materials around the instructional integration of the Common Core Standards. Through MOSAIC, each state and district will be able to generate useful reports in readable formats to track progress on student achievement of the standards. MOSAIC will have the capabilities for adaptive testing.

Iowa Core Assessments

While the multi-state consortia will allow Iowa to deepen its support for local assessment systems and the use of data in decision making and instructional improvement, both consortia are focused on the content areas of reading and mathematics. We will encourage the multi-state consortia to work on assessing important knowledge and skills embodied in the Iowa Core that are not otherwise being assessed, or are not assessed well. For example, assessments for writing are under developed, and assessments for listening and speaking skills are not widely used. Iowa also will encourage addressing 21st century skills in the multi-state consortia.

In addition, while science is a subject on the statewide summative exam, Iowa needs to develop multiple measures of the essential concepts and skills in science. Further, social studies and many of the 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills) currently are not widely tested. Thus, Iowa will use some of its Race to the Top resources to expand the MOSAIC data platform and begin collecting examples of teacher and student work in these currently untested areas.

The Center for Collaborative Inquiry on Balanced Assessment will start this process with a subset of voluntary participating districts, a subset of AEAs, and partners at Iowa Testing Program and the state's colleges and universities. It is possible that other states in the two consortia will be interested in pooling resources on these additional subjects, as well. The data infrastructure for this endeavor is described in section (C) of this application.

Competency-Based Promotion

A final project within the assessment section of this application is in our Center for Collaborative Inquiry on Competency-Based Education (Section (A)(2)). Through this Center's collaborative relationships, we will work with institutions of higher education to

determine how our new assessment systems can provide higher education with the information they need for college entrance decisions.

District Participation

In the Race to the Top MOU, districts agreed to implement a local instructional improvement program focused on balanced assessment (that is, using formative, interim/benchmark, and summative information on student achievement and growth to inform instruction). Districts already should be implementing these programs as a part of their school improvement plans. They will receive additional resources to do so through the Center for Collaborative Inquiry on Balanced Assessment. Additionally, as described in section (D), the CCI on Balanced Assessment will run a special project on Assessment *for* Learning, or formative assessment. It is not focused on collecting or aggregating assessment data in any way, but rather on helping teachers develop the capacity for real-time, on-the-fly, concerted assessments of where students are in individual tasks, lessons, or projects. Also referred to as formative *instruction*, this work will be considered a part of an over-arching balanced assessment system. Thus, this work on assessment *for* learning is described in the Great Teachers and Leaders section of this application (Section (D)(3)).

Districts further will be invited to use some portion of their Race to the Top funds to help enhance their technological infrastructure in order to share implementation data/information/ lessons learned with the state.

Most importantly, districts will submit multiple/authentic measures of student growth and achievement to the state data platform.

Timeline

Year One

September – December 2010

Integration of the Iowa Core to the Common Core Standards

Design, set-up, and develop detailed scope of work for MOSAIC, Balanced Assessment Consortium, and Iowa Core Assessment

Design Center for Collaborative Inquiry on Balanced Assessment and invite participating districts and AEAs to sign up

January – June 2011

Adjust computerized MOSAIC platform to meet the Iowa Core

Supports to districts as they refine their Iowa Core implementation plans based on new materials as a result of the Iowa Core/Common Core integration process

Work with the Center for Collaborative Inquiry on Competency-Based Promotion to scope out the alignment collaboration between K-12 and higher education

Year Two

July 2011 – September 2013

Support to districts as they develop K-8 Iowa Core implementation plans

Develop rubrics to evaluate acquisition of the core concepts and skills in the Iowa Core to use in assessing multiple, authentic measures of student work

Year Three

Gather assessment items, instructional tasks and materials, and examples of student work

Year Four

Implement multiple measures of student achievement and growth in CCI on Balanced Assessment districts

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.

Recommended maximum response length: Two pages

As the Data Quality Campaign asserts, “without data, you’re just another person with an opinion.” Indeed, IDE’s commitment to helping students achieve the essential concepts and skills outlined in the Iowa Core—and the continuous improvement of instruction, leading, and learning necessary to achieve that goal—require data systems that are sophisticated, stable, and easy to access and use. Once we agree upon measures of competence, we can develop data platforms that capture and help us to analyze student work against these measures. Armed with valid and reliable data on student achievement and growth, we can shed the steadfast hold on seat time that is keeping us in the previous century. Data platforms provide us with the fulcrum we need to shift toward a competency-based system of education.

The IDE has long held a commitment to using data to improve instruction. Iowa’s teachers, administrators, parents, and students have used data on student achievement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development

(ITED) since 1935, when it was developed under the moniker Iowa Every Pupil Test of Basic Skills as a tool to improve instruction. More recently, through support from a grant from the Institute for Education Sciences, IDE has built a statewide longitudinal data system (SLDS) with many of the elements required through the America COMPETES Act. Currently, nine of the twelve elements have been met.

Element #1 - A unique statewide student identifier that does not permit a student to be individually identified by users of the system

In 2004, IDE began requiring all K–12 students be assigned a unique student identifier. The use of this identifier was expanded in 2009 when the Iowa legislature mandated (Iowa Code 261E.3(3)(j)) the K–12 unique student identifier be used to articulate with students across all educational entities including community college system, Regent universities and private colleges. This law created the foundation for tracking student longitudinally and evaluating the impact of the K–12 system and later outcomes such as post-secondary success.

Element #4 - The capacity to communicate with higher education data systems

In June 2009, the IDE signed a contract to build and deploy an electronic transcript and student records exchange system. The Iowa Transcript Center (ITC) has four functional components: 1) the electronic exchange of transcript data from high schools to post-secondary institutions; 2) the electronic exchange of transcript data between post-secondary institutions; 3) the electronic exchange of P–12 student records between school districts when students transfer; and 4) the creation of a transcript repository for final high school transcripts that will house high school records for perpetuity and facilitate disaster recovery and mitigation as well as provide an additional data source for IDE and EdInsight. The transcript repository will also serve the citizens of the state by its capability to generate copies of transcripts on request.

Element #5 - An audit system assessing data quality, validity, and reliability

In fall 2004, Iowa implemented EASIER (Electronic Access System for Iowa Education Records), for transmission of individual information on all students across the state. The IDE employs a team that works with school districts on the validity, reliability, and

quality of these student records as they are transmitted. The EASIER data collection system has a series of interdependent edit checks which also assist with ensuring accurate reporting across the K–12 system. Further, the community colleges and Regents have a similar data audit systems in place to provide quality and reliability in reporting to the State and in turn the use of these data for data-driven decision making.

Element #6 – Yearly State Assessment records of individual students

In 2004–2005, the IDE started collecting student assessment records as part of the State measurement system required under section 1111(b)(3) of the ESEA. These records have been stored using the IDE’s unique student identifier so that longitudinal trends such as growth can be determined for an individual student or groups including matched, cross-section or simple cohorts. Assessment results are analyzed across the many levels within Iowa’s education system including but not limited to: statewide trends, AEA, district, building, and grade. These data include all subject areas tested, not just those required, as well as records for accredited non-public schools. These data have been loaded into the IDE’s SLDS from 2004 to today.

Element #7 – Information on student not tested, by grade and subject

Iowa collects records from all students across the state at multiple intervals across several statewide data systems. EASIER collects information on students in fall, winter, and spring. The special education system collects information on all students with an individual education plan on an ongoing basis. Lastly, test records are obtained from the IDE’s testing provider, Iowa Testing Programs, once a month. These data are loaded and snapshots are created in order to provide multiple points in time to view information on students. These multiple data sources are loaded into Iowa’s SLDS and provide information on students not tested, and can be broken down by grade and subject as well aggregated, for example, by subgroup.

Element #8 - A teacher identifier system with the ability to match teachers to students

The IDE has been collecting individual student and course data since fall 2004 for grades 9–12. The IDE has had a unique teacher identifier for over twenty-five years. In the fall of 2009, the IDE added section and teacher identifiers as an option to the EASIER collection system. These additional data elements and collection system provide the mechanism for linking students to teachers.

Element #9 - Student-level transcript information, including on courses completed and grades earned

In June 2009, the IDE signed a contract to build and deploy an electronic transcript and student records exchange system. The IDE can capture course completion and grade data along with a number of other important data elements as part of the Iowa Transcript Center. Other important measures include class rank, statewide common course classification codes, weighted and un-weighted grade point average. These data will be mapped and loaded into Iowa's SLDS.

Element #10 - Student-level college readiness test scores

As part of the EASIER collection system, the IDE collects ACT scores from districts. ACT composite scores have been reported since 2004 and subsequently loaded into the IDE's SLDS. In the summer of 2008, the IDE began sharing data with ACT in order to receive a more robust and expanded set of information on Iowa students. These data include all subtest areas such as math, reading, science, or writing, as well as the interest inventories students complete as part of the ACT examination. These data were shared in order to work with ACT on several projects: 1) review of K-12 course taken patterns in conjunction with large-scale assessment results and ACT outcome scores in order to better understand the predictors of college readiness; 2) examine the science readiness cut score define by ACT; 3) examine the self-report of CORE courses taken versus actual courses.

Element #12 - Other information determined necessary to address alignment and adequate preparation for success in postsecondary education

Iowa has created and uses a number of measures to determine adequate alignment and preparation from K-12 and post-secondary institutions. In 2007, after an extensive review the Regent universities created a common set of its admission requirements, the Board of Regents adopted new admission requirements for the three public universities. The Regent Admission Index (RAI), which was implemented with the entering class of 2009, is a score derived from a mathematical equation that includes four factors which have been shown to be predictors of academic success at the Regent universities - class rank, Act/SAT scores, grade point average, and number of core courses completed. A high school student who has completed the core subject areas required by the Regent universities and who has an RAI of 245 is automatically admitted to one of the Regent universities. Also in 2007, the Iowa legislature

mandated the Board of Regents to create a statewide articulation website. The Board of Regents, in collaboration with the Iowa Department of Education and the Iowa This web application was developed and launched in 2008 and allows Iowa students to map concurrent enrollment courses earned in high school or traditional community colleges developed the articulation website, called TransferInIowa.org. This website addresses issues of credit transfer from community colleges to Regent universities. Lastly, student test score results from the Iowa Test of Basic Skills and the Iowa Test of Educational Development have been shown to have a strong alignment with predicted ACT scores. Reports exist which that show student trajectories that and can assist in determining post-secondary academic success.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.¹

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

¹ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

Description and goals

Over the past decade, Iowa has developed a number of high quality data systems at the state and local levels. For the most part, however, these systems are distinct—prekindergarten, K–12, community college, public post-secondary, private post-secondary, and financial aid. Iowa has begun to move toward greater interconnectivity and greater ability for robust data analysis. To this end, Iowa invested \$2.9 million of its own resources in its data warehouse, called EdInsight (see Appendix C, page 3, for overview). The state was recently awarded a grant for \$8.8 million over five years from the Institute for Education Sciences (IES) to expand and refine its statewide longitudinal data system (SLDS). Iowa also has applied for a Statewide Longitudinal Data System Recovery Act grant under the ARRA legislation (see Appendix C, page 6, for the SLDS grant narrative).

EdInsight is the Iowa Department of Education’s data warehouse and SLDS reporting tool where multiple years of student-level data are stored and can be linked and used for local decision making. Three sets of P–12 student-level data currently reside in EdInsight: 1) Project EASIER, which includes demographic, enrollment/attendance, program, assessment, graduate, suspension/expulsion, and high school course data; 2) Information Management System (IMS), which includes statewide special education data; and 3) Iowa Testing Programs (ITP), which includes achievement data from the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED).

EdInsight has been focused on the state’s education improvement efforts, goals, and accountability system since its inception, as evidenced by its four goals: 1) provide the education community a repository of combined data from multiple sources on one common system; 2) provide tools and training in the use of data for benchmarking and longitudinal and comparative analysis; 3) empower data-driven decision making for education stakeholders; and 4) increase confidence in data by defining and implementing processes to improve data consistency, reliability, and quality.

One of the key elements in developing Iowa’s SLDS is providing the IDE, AEAs, school districts, principals, teachers, LEA leaders, and community members access to appropriate education data, reports, and decision support tools through a flexible, easy-to-use web interface. The development of the SLDS to date has been a two-way process between IDE and its stakeholders, with over 400

individuals from various levels of the educational system providing input in EdInsight's development. Additionally, a limited rollout of EdInsight has already been initiated. In October 2009, EdInsight Version 1.0 was released with access to a limited number of IDE, AEA, and local district staff. A statewide rollout to the broader education community is the next critical step, while being cognizant of the security issues in disseminating such data.

Activities and Responsible Parties

To provide greater accessibility of Iowa's SLDS and other major data systems to key stakeholders, IDE will undertake the following measures as part of Race to the Top:

1) America COMPETES Act elements

Iowa will fully develop the America COMPETES Act elements that are currently incomplete. The greatest challenge currently in this area is developing interoperability standards and resolving FERPA issues. There have been encouraging developments in the relationship between IDE and the Regents; however, there is currently no dedicated funding to provide resources or staff to resolve these data-sharing issues.

IDE and its partners will continue to develop interoperability standards so that more types of student- and teacher-level data—formative assessments, interim assessments, and teacher artifacts—can be integrated into EdInsight and be made widely available to stakeholders. The IDE will also continue to develop interoperability standards so that more types of non-student achievement data—operations, fiscal, management, technology use, and resource allocation, for example—can be integrated into EdInsight and be made widely available to stakeholders.

Furthermore, the IDE will increase the number of additional indicators included in the SLDS, especially for early childhood data. There are plans to load early reading assessment data (DIBELS, the Dynamic Indicators of Basic Early Literacy Skills), as well as data on behavior provided Iowa's ARRA SLDS is funded. Further, the Iowa's ARRA SLDS application contains a request for funding so that all non-LEA pre-kindergarten programs could be identified and a methodology for collecting comparable data to those LEA programs that already collect data could be designed.

2) SLDS access

IDE will create a tiered system of access to Iowa's SLDS for key stakeholders (parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policy makers) depending on security level and expertise in analyzing data. For example, teachers and principals might have access to individual student data, while policy makers and community members would be able to access data only at the school or classroom level. Terms of use of the SLDS would be developed in collaboration with teachers, administrators, and education policy makers in consultation with national experts, and would be developed with the confidentiality of students and teachers in mind. The IDE will also expand system access so that large numbers of stakeholders can access the system simultaneously. Currently, only 100 users can access EdInsight at any one time. Building the necessary system infrastructure to access EdInsight is critical to widespread use of data to support decision making. Finally, the IDE will improve the timeliness of data reports to support decision-makers in continuous improvement. Currently, data in reports are updated for schools once a month, which is not timely enough for administrators and teachers to impact practice and delivery of content to students.

3) MOSAIC Data Sharing and Data Platform and Iowa Core Data Platform

Iowa was a founding state partner of the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC), and recently signed a memorandum of understanding to participate in the consortium. This system, when fully built and supported, will complement Iowa's summative assessment and SLDS at the state level and Assessment *for* Learning at the most local level. MOSAIC's computerized system will allow Iowa's participants within LEAs (and participants from other states) to load diagnostic and interim assessment tasks, items, and instructional materials including performance assessments. MOSAIC's focus is on materials related to the Common Core standards that will be adopted by most states. Iowa will use MOSAIC not only for measuring performance on Common Core standards but also create a parallel data platform to monitor and assess the implementation and attainment of the Iowa Core skills and concepts. One of the major benefits of building upon the basic MOSAIC system to include the Iowa Core will be the ability to measure subjects not currently covered by the Common Core, such as science, social studies, and foreign languages.

The IDE, in collaboration with participating LEAs, will participate in the MOSAIC consortium, populating its data platform with assessment tasks and other materials.

While Iowa will focus its use of the MOSAIC platform on Writing, Speaking, and Listening, areas not currently fully-covered by the ITBS/ITED assessments, areas of the Iowa Core related to science, social studies, and 21st century skills need to be collected and organized in a parallel Student Assessment and Instruction (SAI) data platform in order to provide these multiple measures across content areas. Thus, the IDE will also build a parallel system to MOSAIC that will allow it and participating LEAs to upload, access, and use assessments and other materials consistent with implementation of the Iowa Core. While Iowa will focus its use of the MOSAIC platform on writing, speaking, and listening, areas not currently fully covered by the ITBS/ITED assessments, areas of the Iowa Core related to science, social studies, and 21st century skills would be collected and organized in a parallel Student Assessment and Instruction (SAI) data platform.

4) Teacher Quality Partnership data platform

Instructional improvement requires teacher collaboration and deep reflection on practice beyond traditional quantitative indicators of student achievement and growth. Iowa has recently submitted grant applications for multiple teacher portfolio programs. These Iowa has recently submitted a grant application for the Teacher Quality Partnership, a partnership between the Iowa Department of Education, the University of Northern Iowa, one of the state's leading teacher preparation institutions, and the Stanford University School Redesign Network to achieve the goal of significantly increased learning and achievement for Iowa's PK–12 students. The partnership will examine and integrate a diverse set of teacher and student artifacts to document content knowledge of academic major and effective teaching featuring teacher work samples supported by an innovative, integrated technology platform. A key innovation related to this project is the development and implementation of an integrated technology platform that will allow for the scaling of teacher effectiveness to reform and enhance teacher prep programs and professional development. In such as system, teacher work samples can be recorded for later review by the student, mentors, administrators, and other stakeholders. Iowa will pilot and develop these teacher portfolio programs in participating districts.

5) Interoperability standards

With multiple systems for collecting, analyzing, and using data in development, there is a critical need for IDE and its partners to continue to develop interoperability standards so that more types of student- and teacher-level data – formative assessments, interim assessments, and teacher artifacts – can be integrated into EdInsight and be made widely available to stakeholders. IDE will also continue to develop interoperability standards so that more types of non-student achievement data – operations, fiscal, management, technology use, and resource allocation, for example – can be integrated into EdInsight and be made widely available to stakeholders.

Further, the Iowa’s ARRA SLDS application contains a request for funding so that all non-LEA prekindergarten programs could be identified and a methodology for collecting comparable data to those LEA programs that already collect data could be designed.

6) External Documentation and Evaluation

These multiple data systems will not be used by educators if they are not tied to the Common Core and Iowa Core skills and concepts, and useful in improving practice and increasing student achievement. An external evaluator will be enlisted to document and report on the use of these multiple data systems, their frequency and types of use, its alignment with the Common Core and Iowa Core curricula, and their usefulness to school administrators and teachers in improving practice and increasing student achievement. With respect to the SLDS, this data may include (but is not limited to) measures of use by different types of stakeholders (e.g., administrators, teachers, parents), the number and frequency of reports generated by the system, the timeliness of data uploading and reporting, and its usefulness in improving practice and increasing student achievement. For MOSAIC, indicators of quality may include data on the number and types of tasks developed by Iowa educators that are uploaded, used, and analyzed by school administrators and staff to improve practice and increase student achievement. For the teacher portfolio programs, the evaluator might look at evidence of increased quality of teacher artifacts over time, high quality online conversations among teachers around these artifacts, and use of high quality teacher artifacts and lessons to increase student achievement and improve practice.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,

activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

Description and Goals

Iowa has a strong commitment to helping students achieve the essential skills and concepts in the Iowa Core, and to the use of a balanced assessment system with multiple, authentic measures of student achievement and growth to determine student, teacher, principal, school- and system-wide performance and development. Developing local instructional improvement systems that enable teachers, principals, and LEA administrators to better address those skills and concepts is critical to educational improvement. These systems must exist along a continuum that provides formative, diagnostic, interim, and summative information about students' knowledge of skills and concepts of the Iowa Core.

A number of systems are currently used by LEAs around instructional practices and decision making, but they are not consistently well-developed or integrated enough to be used effectively by teachers, principals, and administrators. However, the state is developing or collaborating on a number of instructional improvement systems that will allow local districts to collect and analyze a range of quantitative and qualitative data for instructional improvement. These systems are described below.

Activities and Supporting Evidence

Balanced Assessment Center for Collaborative Inquiry

The state will collaborate with a subset of participating LEAs and AEAs in Balanced Assessment Center for Collaborative Inquiry (CCI). As described in (B)(3) above, this collaborative state project will help teachers and administrators to understand the varying types and uses of student performance data and data on teacher practice, including how to collect and analyze data and how to use data in making instructional decisions. The Balanced Assessment CCI will engage internal and external experts to chronicle, analyze, and

disseminate best practices from the development of local instructional improvement systems. Finally, capacity will be developed within the Balanced Assessment CCI so that we can scale up best practices and research-based activities statewide before the end of the fourth year of our Race to the Top program.

(i) Increase acquisition, adoption, and use of local instructional improvement systems

In order to determine which local instructional improvement systems to adopt, LEAs must have access to high quality data on student achievement and growth. They will need to know how to submit student performance data to the system and how to use the system to make sense out of their results. The Balanced Assessment CCI will provide professional development on the use of the various data platforms being developed through the Race to the Top program. All training and professional development will follow the Iowa Professional Development Model.

1) Using the SLDS

IDE will provide significant training and professional development to participating LEAs and their communities necessary to appropriately conduct analyses using Iowa's SLDS. There is currently a limited amount of professional development provided on using EdInsight (see Appendix C, page 32), which focuses both on data literacy and the functionality of the application. As the number and type of users of EdInsight increase, it is critical for these types of trainings to expand to meet this demand, and be modified for different types of stakeholders accessing the system. This would include the development of online professional development modules to reach these additional system users.

2) Using MOSAIC and data on Iowa Core

The first phase of professional development and training for participating districts and schools on MOSAIC and the Iowa Core data platform (Year 1) will be focused on developing and uploading measures into those systems. As the balanced assessment system is developed (Years 2-3), the CCI for Balanced Assessment will be researching and developing rubrics and other evaluation tools that teachers, administrators, parents, and students can use to determine student achievement and growth. In the final phase of development of these systems (Years 3-4), professional development will be focused on validating these new measures and the use of these multiple

measures in the classroom. The IDE will provide significant training and professional development to participating LEAs and their communities necessary to effectively use data generated from the MOSAIC and SAI data platforms.

3) Using the Teacher Quality Partnership data platform

IDE will provide significant training and professional development to teachers within participating LEAs necessary to upload artifacts to the Teacher Quality Partnership data platform, and effectively analyze and use those portfolio artifacts in their practice.

(ii) Support participating LEAs...in providing effective PD on how to use these systems and resulting data to support continuous instructional improvement

Description and Goals

While the trainings provided on the use of the state data platforms may be technical in nature, they are necessary so that Iowa's LEAs will have access to quality information when making decisions about instructional improvement. As Iowa continues to build multiple data systems at the state, regional, and local levels to support implementation of the Iowa Core, it is essential that professional development opportunities for teachers, principals, and administrators build a broad, statewide *culture of data use*. It is not enough that users of local instructional improvement systems have access to multiple forms of data; they also must have a strong understanding of how to effectively analyze and use data to inform practice. Building coherent and comprehensive local instructional improvement systems, described above, will require a deep level of engagement by teachers, principals, and LEA administrators with high quality professional development. Iowa already has in place a robust, research-based professional development system—the Iowa Professional Development Model (IPDM), which is coordinated through the state's AEAs—and professional development and training on local instructional improvement systems will be conducted through IPDM.

Activities and Supporting Evidence

(iii) Data available and accessible to researchers

The Iowa Department of Education, as mentioned above, recently trained a limited number of state and district staff on the use of EdInsight, and is developing tiered access protocols that give access to various levels of data based on security clearance and knowledge of data use. The state will use a similar process to roll out access to both its SLDS and local instructional improvement systems. In order to ensure our data are available to researchers as required by Race to the Top, we will ask REL Midwest, Iowa’s Regional Educational Laboratory, to provide protocols and training for handling data requests from researchers.

Timeline for Data Systems:

(C)(1)

Year 1:

- Continue to develop incomplete America COMPETES Act elements

Year 2:

- Continue to develop incomplete America COMPETES Act elements

Year 3:

- Continue to develop incomplete America COMPETES Act elements

Year 4:

- Complete all America COMPETES Act elements

(C)(2)

Year 1:

- Develop security requirements for tiers of users of EdInsight
- Continue statewide rollout of EdInsight—training of AEA and LEA administrators

- Develop interoperability standards for non-student data (e.g., finance data)
- Develop interoperability standards for early childhood indicators

Year 2:

- Continue statewide rollout of EdInsight — training of principals and teachers in participating LEAs
- Add non-student data to SLDS
- Add early childhood data to SLDS

Year 3:

- Continue statewide rollout of EdInsight—training of school board members and parents

Year 4:

- Continue statewide rollout of EdInsight—training of other community members.

(C)(3)

Year 1:

- State and participating LEAs sign MOU to participate in MOSAIC
- Provide initial funding to participating LEAs to acquire Assessment *for* Learning and Teacher Quality Partnership systems
- IDE planning to develop Iowa Core elements in MOSAIC
- Develop model security requirements for researcher access to local instructional improvement systems for use by LEAs

Year 2:

- Train participating LEAs in and Teacher Quality Partnership systems
- Train IDE staff and participating LEAs on MOSAIC system
- Upload initial interim, diagnostic, and benchmark assessments to MOSAIC
- Launch pilot Iowa Core MOSAIC system

Year 3:

- Continue to implement and Teacher Quality Partnership
- Monitor use of MOSAIC system by participating LEAs
- Collect and analyze data on Iowa Core implementation with participating LEAs

Year 4:

- Continue to implement and Teacher Quality partnership
- Monitor use of MOSAIC system by participating LEAs
- Collect and analyze data on Iowa Core implementation with participating LEAs

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- Alternative routes to certification (as defined in this notice) that are in use; and
- A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.
- In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State’s alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State’s alternative routes to certification (as defined in this notice), and for each:
- The elements of the program (as described in the alternative routes to certification definition in this notice).
- The number of teachers and principals that successfully completed each program in the previous academic year.

The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)(2 pages)

(D)(1)(i) Authority for alternative routes to certification

Iowa recognizes the value of providing alternative routes to certification for teachers and principals. Iowa Code authorizes the State Board of Educational Examiners to make rules for the licensure of teachers and principals (IC 272.2)(See Appendix D, page 1). This expressly includes rules for alternative routes to certification/licensure (IC 272.2(13))(See Appendix D, page 2).

Teachers

The State Board of Educational Examiners created rules for alternative routes to certification/licensure for teachers of grades 7-12 called Teacher Intern Programs (IAC 282—13.9(272))(See Appendix D, page 4), and the State Board of Education created rigorous standards for the programs (IAC 281—77 (282))(See Appendix D, page 30). Teacher Intern Programs clearly meet four of five of the criteria included in the definition of alternative routes to certification on page seven of the application. Specifically, the programs meet criteria (b)-(e):

(b) Teacher Intern Programs are highly selective. Interns must hold a baccalaureate degree with a minimum cumulative grade point average of 2.5 (on a 4.0 scale) from a regionally accredited institution, meet the requirements of at least one of the State Board of Educational Examiners secondary teaching endorsements, possess a minimum of three years of post-baccalaureate work experience, and meet rigorous screening criteria (interns are screened, interviewed, and selected by a teacher intern committee).

(c) Teacher Intern Programs provide supervised, school-based experiences and ongoing supports such as effective mentoring and coaching. Specifically, they require at least 50 contact hours of field experience with students and a one-year internship during which

the intern serves as the teacher of record, participates in Iowa's highly-rated mentoring and induction program, and receives coaching, mentoring and continuous feedback from the assigned mentor teacher.

(d) Teacher Intern Programs significantly limit the amount of coursework required. Interns must complete 12 semester hours of introductory content prior to beginning the internship; 4 semester hours of seminar during the internship; and 12 semester hours of concluding content.

(e) Teacher Intern Programs result in the same level of certification as traditional preparation programs. Interns who successfully meet the requirements are eligible for an initial license.

While Teacher Intern Programs are limited to four-year colleges and universities, programs approved include non-traditional institutions Kaplan University and Maharishi University of Management. Kaplan University offers its coursework entirely online and provides 24/7 access, and Maharishi University's coursework is grounded in "consciousness-based education" and includes such experiences as transcendental meditation for the holistic development of learner-educators.

Recently, the Iowa Portfolio Review and Evaluation Process (IPREP) was approved by the Board of Educational Examiners and will be implemented during March of 2010 (See Appendix D, page 36). The purpose of IPREP is to better review applications from the rapidly increasing pool of teacher candidates who have completed non-transcripted programs from out-of-state. The process allows these candidates to submit portfolio proof that they have met Iowa's professional education core and content area work within their program.

Additionally, Iowa participates in the federal Troops to Teachers program, and many of the "traditional" preparation programs offer such alternatives as: post-baccalaureate programs similar to the teacher intern program with a student teaching component rather than the internship; evening/weekend course options for working adults; satellite programs housed at the institution's own satellite facilities, through the Iowa Communications Network (ICN) or at community colleges; and endorsement courses offered at Area Education Agencies. All of these options fulfill three of the five criteria, (b), (c) and (e), and accommodate especially career-changing adults.

Principals

A private partnership comprised of the Northwest Area Education Agency, Prairie Lakes Area Education Agency, and the School Administrators of Iowa created the Northwest Iowa Principal Leadership Academy (IPLA)—a comprehensive framework offered for PK-12 principal certification approved by the State Board of Education. In response to demand, NWIPLA is expanding the program to Northeast Iowa in January 2010 with a cohort of 20 students.

NWIPLA meets all five of the criteria in the definition of alternative routes to certification. Specifically, the program meets criteria (a)-(e):

- (a) NWIPLA is not limited to IHEs but is a collaborative principal training program offered by a partnership of two AEAs and a professional organization.
- (b) NWIPLA is selective in that only those teachers with master's degree in education and a minimum of four years successful teaching are eligible for the program.
- (c) NWIPLA principals spend 24 months in their setting developing the problem-based themes that require action research, attending seminars conducted by expert practitioners; and engaging in problem-solving and reflection. One of the many strengths of NWIPLA is that seminar instructors and mentors are well-connected, highly-knowledgeable practicing professionals. One of the planned strengths of the program is to use NWIPLA graduates as mentors as they become more knowledgeable and expert in the program requirements and trained in research and best practices. In the end, program participants accumulate more than 400 hours of field-based experience.
- (d) NWIPLA significantly limits the amount of coursework required. The program meets all the requirements of the Iowa Code, including the content found in current principal preparation programs – but none is accomplished in isolated courses. Instead, the knowledge, skills, and dispositions needed by administrators, as defined by the Iowa Standards for School Leaders, is woven into the six project-based learning themes.

(e) NWIPLA results in the same level of certification as those who go through traditional routes to principal certification. And, even after cohort members complete the program requirements and meet licensure requirements, they continue to receive the support of the seminar instructors and mentors and are expected to continuously self-assess and monitor their own progress as well as submit a rubric and reflective journal as an acting supervisor/administrator.

(ii) Use of alternative routes to certification

Teachers

Teacher Intern Programs have been approved by the State Board of Education at: (1) Kaplan University; (2) Morningside College; (3) Maharishi University of Management; and (4) the Iowa Regents (Iowa State University, The University of Iowa, and The University of Northern Iowa). Iowa utilized its federal TQE grant under Title II to fund the development of Morningside, Maharishi, the Iowa Regents and Simpson College. Simpson College's programs is still in development and has not yet been submitted to the State Board of Education for approval.

Twenty-one students completed Kaplan University's Teacher Intern Program in 2007-08. As of April 2009, Kaplan reported 49 students in the program. The program is growing; five graduates were recommended for Iowa licensure in 2006-07, and 21 were recommended for licensure in 2007-08.

Morningside College's program began September 2009 and currently enrolls 12 students. Maharishi University's program will begin in late January 2010 and has eight prospective students. The Regents' program will begin September 2010, and the number of requests for information/indications of interest suggests significant enrollment.

Principals

NWIPLA is in use in the Northwest region of the state. The program's fourth cohort of 15 students completed the program in December 2008. The program's fifth cohort of 13 students completed the program in December 2009. Twelve NWIPLA students were recommended for licensure in 2008 and 13 were recommended in 2009.

As noted above, NWIPLA is expanding to Northeast Iowa to meet demand. A cohort of 20 students will begin in January 2010.

(iii) Process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these shortage areas

Iowa produces more teachers and principals than it has positions available. Thus, Iowa has not experienced the overall shortages that have prompted some states to sacrifice quality for quantity and speed. Iowa has experienced shortages in particular areas (e.g., the STEM fields, special education, English as a Second Language (ESL)) and in some of the state's rural areas.

Iowa teacher shortage areas are designated annually by the Iowa Department of Education (IDE)(See Appendix D, page 37) for a list of shortage areas 2008-2010). Data used to calculate the shortages include the number of Class B endorsements, the number and frequency of job postings on *Teach Iowa* (IDE's statewide teacher recruitment website), and the number of projected graduates in each teaching discipline.

Teachers in shortage areas may be eligible for student loan forgiveness through both state and federal programs, as further discussed in Section (D)(3). Additionally, Iowa provided market factor incentives to provide funding for districts to recruit teachers and principals for shortage areas.

Iowa recognizes that retention is critical in shortage areas. Iowa has consistently completed a recruitment and retention survey to gather data such as who is leaving the field and why, and how many candidates are in the pipeline, in order to determine state policies and practices to encourage more high quality educator applicants. Additionally, Iowa continues to work to strengthen opportunities and supports for teachers and administrators. For example, Iowa uses School Administration Managers (SAMs) to free high school administrators from certain managerial duties and to help administrators focus more time on instructional leadership—an important strategy for retaining high school principals and increasing student achievement. More information on the SAM program is provided in Section (E).

While not designated a “shortage area,” Iowa seeks to increase the number of teachers and administrators of color in its schools to better reflect the increasingly diverse student body. A number of Iowa's teacher and administrator preparation programs have instituted programs to attract and support minority candidates. For example, in 2008 the University of Northern Iowa—the largest

administrator preparation program in the state—created the Minorities in the Leadership of Education (MILE) program to increase the number of administrators of color in the state. Since its inception, the program has more than doubled minority enrollment in the administrator preparation program, and its first cohort of five students is scheduled to graduate in May 2010.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*

Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

State Reform Plan

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)(10 pages)

As described in (A)(1), Iowa's vision is to transform its system to ensure that each and every student acquires the essential concepts and skills articulated in the Iowa Core. This will require reimagining the learning environments we create for students; the supports we provide to students and their families; and the ways we engage in teaching and leading on a daily basis. The Great Teachers and Leaders section of Iowa's Race to the Top Application includes critical components of Iowa's bold plan for transformation.

(i) Plan for measuring student growth for each individual student (5 points)

As discussed in Section (B)(2), Iowa's long history and experience with the Iowa Testing Program has led to the state's commitment that no one test is sufficient for high stakes decisions, as well as its commitment to use Race to the Top funds to expand the quality of measures of student achievement and growth. Therefore, a cornerstone of Iowa's Race to the Top program is the development of multiple, authentic measures of student achievement and growth to ensure that students achieve the competencies outlined in the Iowa Core.

State Plan

Description and Key Goals

As described in Section (B)(3), Iowa will invest Race to the Top funds in developing multiple, authentic measures of student achievement and growth that are comparable across classrooms. To develop such measures, Iowa will engage in a process of collective inquiry to investigate, document, collect, analyze, report, and share methods in use in districts, schools, and classrooms to measure students' acquisition of the essential concepts and skills articulated in the Iowa Core. The Balanced Assessment Center for Collaborative Inquiry will lead this effort.

State Plan

Description and Key Goals

As described in Section (B)(3), key goals include the development of multiple, authentic measures of student achievement and student growth; and the use of district experience in informing state policy.

Key Activities and Responsible Parties

As described in Section (B)(3), participating districts will investigate various techniques and methods for measuring student growth on the essential concepts and skills articulated in the Iowa Core, including but not limited to critical thinking and 21st century skills. The Center for Collaborative Inquiry on Balanced Assessment will collect, analyze, and share data across the system. IDE will provide ongoing support to the Center and share information across the Center for Collaborative Inquiry network.

Timeline

We anticipate development of these multiple, authentic measures of student achievement and student growth will take the first three years of the grant period. See Section (B)(3) for a more detailed timeline.

(ii) Design and Implement Rigorous, Transparent, and Fair Evaluation Systems for Teachers and Principals (15 points)

Iowa takes a systems approach to evaluation. This approach demands that system supports and conditions are in place to support teacher and administrator growth. Thus, Iowa's focus is on the system as much as it is on individual teachers and administrators. In essence, Iowa's theory of action is:

IF we provide the necessary systems supports (e.g. quality professional development) to those we supervise that enable and expect their growth; and

IF we use data to guide our evaluations of our progress towards learning goals; and

IF those who evaluate others possess high quality coaching and evaluation skills; and IF there is a coherent understanding of what robust learning experiences look like; and

IF there is a clearly articulated set of learner outcomes with supportive formative and summative assessments, and

IF there is a culture of continuous learning

THEN teacher/principal expertise will improve and student learning will increase

Thus, a comprehensive evaluation system should be predicated on a spirit of identifying opportunities for growth and support, not on finding evidence of shortcomings. It should serve two important purposes. First, a comprehensive evaluation system should improve the overall quality of educators by identifying: collective and individual strengths upon which to build; highly effective educators to serve as masters and/or mentors; and ineffective educators for remediation. Second (and related), a comprehensive evaluation system should allow for credible and fair employment decisions (e.g., rehiring, dismissal, career paths, tenure).

To serve these two purposes, Iowa believes a comprehensive evaluation system should be rigorous, transparent, fair, and useful. It should be aligned to and support high standards for professional practice; incorporate a variety of techniques and multiple measures; include performance standards appropriate for different stages in an educator's career; and be understandable. It should be context-specific, taking into account teaching and learning conditions, and it should be useful for identify growth opportunities and supports

throughout an educator's career. Further, all evaluation activities should be conducted by trained evaluators who understand the purposes as well as the processes for evaluating complex and highly-skilled work.

Iowa has made significant progress toward the creation of the rigorous, transparent, fair, and useful comprehensive evaluation system described above. Iowa has been building more and better evaluation practices that: utilize valid and reliable multiple measures appropriate for different stages in an educator's career; incorporate a variety of techniques and types of measures; and include items that reflect teaching, leading and learning conditions, including physical/structural elements as well as school culture and climate. Further, evaluators of teachers and principals must complete an intensive evaluator training course and obtain a skill-based endorsement from the Board of Educational Examiners in order to evaluate any educator.

Teachers: Iowa Code requires that all teachers be evaluated using the Iowa Teaching Standards and Criteria (IC 284)(See Appendix D, page 38, for IAC 281—83.4 (Iowa Teaching Standards)). Districts are allowed to add additional requirements but they must indicate, at a minimum, if the teacher does or does not meet the standards and criteria. The Iowa teaching standards and criteria are evidence-based measures of a knowledge and skill set representing effective teaching. The purpose of the standards and criteria is to provide districts with a consistent representation of the complexities and the possibilities of quality teaching.

The first standard focuses on the use of student achievement data to improve learning (See Appendix D, page 38). However, the evaluation process does not require that student achievement on a single test be used in isolation for performance evaluations. Instead, multiple measures need to be included in the evaluation process for all teachers.

Beginning teachers must demonstrate competence on the standards within their two years of teaching in order to be eligible to receive a standard license. The local district is responsible for this determination and for the recommendation to the Board of Educational Examiners for the license to be issued. Teachers with a standard license must consistently demonstrate competence on the standards. Any teacher who does not consistently demonstrate such competence must be placed on an intensive assistance plan. Model teacher evaluation instruments have been developed and widely shared.

Principals: Iowa’s evaluation system for principals was developed from input by over 200 different administrators. Iowa Code requires all administrators to be evaluated according to the Iowa Standards for School Leaders (ISSL) and Criteria (IC 284A) (Appendix D, page 42). The Iowa Standards for School Leaders represent a set of knowledge and skills that reflects the best evidence available regarding effective leadership for Iowa schools (IAC 281—83.10(284))(See Appendix D, page 42).

Criteria explain that the administrator must, in collaboration with others, use appropriate data to establish rigorous, concrete goals using the context of student achievement and instructional programs. The evaluation process then mirrors that of teachers, as described above. Model principal and superintendent evaluation instruments – complete with guiding principles descriptors linked to standards and criteria, potential artifacts and model goal templates—have been developed and widely shared.

State Plan

As Iowa advances toward a competency-based system, its evaluation system also must advance. The State Board of Education has noticed rules to clearly indicate educator evaluation systems will provide multiple forms of evidence of student learning and student growth. This change is further supported by individual professional development plans that are tied to the building and district student achievement goals and the personal and professional needs of the educator.

Once valid and reliable measures of student achievement and growth are developed, Iowa’s challenge will be to determine how to appropriately incorporate these measures as a significant factor in a comprehensive evaluation system for teachers and administrators such that the system remains rigorous, transparent, fair, and useful.

Plan Description and Key Goals

Iowa will distinguish “effective” and “highly effective” teachers, principals, and superintendents utilizing multiple, authentic measures of student achievement and student growth as a significant factor. The Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support, as described in Section A(1)(i), will lead this effort. A cornerstone of the Center’s work will be to engage a broad-based collaborative process that includes teachers and administrators from participating districts, AEAs, institutions of higher education, statewide associations representing the various education stakeholders, and the community at large to

determine how to use multiple, authentic measures of student achievement and student growth as a significant factor in evaluation of teachers, principals, and superintendents.

Activities and Responsibilities

IDE will participate in a collaborative process to differentiate among “effective” and “highly effective” teachers and administrators. The Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support will lead the effort. Participating districts will affirm they engage in annual evaluations as described above. They must agree to work toward increasing the inclusion of student achievement and growth as a more significant factor in teacher, principal, and superintendent evaluation.

Timeline

Beginning in 2010, the Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support will convene representatives across the system, including teachers and administrators, to collaboratively determine the knowledge, skills, and dispositions of effective and highly effective teachers and administrators. As multiple authentic measures of student achievement and growth are being determined, participating districts will pilot these measures to ensure system coherence. The process will include determining how multiple authentic measures of student achievement and student growth will be a more significant factor in educator evaluation.

(iii) Conduct annual evaluations that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools (10 points)

Iowa believes that, to serve the purposes of evaluation described in Section (D)(1)(ii), two types of evaluation must be included: formative evaluation and summative evaluation. Formative evaluation allows a trained evaluator to provide specific feedback to educators on how they can improve and identify areas for professional development. Summative evaluation allows a trained evaluator to determine whether a standard has been met and recommend employment decisions such as promotion, career path, compensation, intensive assistance, and dismissal. To ensure due process, formative evaluation should always precede and inform summative evaluation.

Teachers:

Iowa's teacher evaluation system requires both formative and summative evaluation, and is built around a range of sources of data and information that encourage and support the demonstration of mastery of the Iowa teaching standards and criteria. Formative evaluation of career teachers is conducted in years one and two and is intended to provide feedback on practice and identify opportunities for growth and support. Summative evaluation of career teachers is conducted in year three and is used to make employment decisions as well as to identify opportunities for growth and support. Summative evaluation includes classroom observation, a review of the teacher's progress on the Iowa teaching standards and additional standards and criteria, a review of the implementation of the teacher's individual professional development plan, and supporting documentation from other evaluators, teachers, parents, and students. As noted above, the first standard is the use of student achievement data to improve student learning.

In cooperation with the teacher's evaluator, the career teacher employed by a school district must develop an individual teacher professional development plan. The purpose of the plan is to promote individual and group professional development. The individual plan must be based, at minimum, on the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district as outlined in the comprehensive school improvement plan. The individual plan must include goals for the individual which are beyond those required under the attendance center professional development plan.

The teacher's evaluator must meet annually with the teacher to review progress in meeting the goals in the teacher's individual plan. The purpose of the meeting is to review the teacher's progress in meeting professional development goals in the plan and to review collaborative work with other staff on student achievement goals and to modify as necessary the teacher's individual plan to reflect the individual teacher's and the school district's needs and the individual's progress in meeting the goals in the plan.

Principals

At the conclusion of their initial year as an administrator, beginning administrators are evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new

administrative position to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation the law requires an annual formative assessment around the principals' Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district's CSIP and building improvement plan, Individual Professional Development Plan (IPDP) attainment, and other supporting documentation.

Recently, Iowa created a new, required evaluator performance review course specifically for training administrators who evaluate principals. The course is intensive and skill-based, and was designed to focus more directly on coaching and evaluation skills that link directly to student growth measures (e.g. root cause analysis, analyzing rigor in the classroom, working with individual professional development plans that result in increased student learning, creating a culture of fierce conversations, etc.). A parallel required course for principals who evaluate teachers contains similar foci.

State Plan

Description and Key Goals

The Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support will convene stakeholders across the system, including teachers and administrators, to engage in collaborative inquiry on how to make feedback more constructive and how multiple, authentic measures of student achievement and growth will be provided to teachers and administrators for their students, classes, and schools.

Activities and Responsible Parties

IDE will participate in a collaborative process to determine how to make feedback more construction and how multiple, authentic measures of student achievement and growth will be provided to teachers and administrators for their students, classes, and schools. The Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support will lead the effort. Participating districts will affirm they engage in annual evaluations as described above.

Timeline

Beginning in 2010, the Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support will convene representatives across the system, including teachers and administrators, to collaboratively determine how timely and constructive feedback will be provided to teachers and administrators. As multiple, authentic measures of student achievement and growth are determined, participating districts will pilot ways to make feedback more construction and ways to provide teachers and administrators with multiple, authentic measures of student achievement and growth for their students, classes, and schools

(iv) Use these evaluations, at a minimum, to inform decisions regarding—(28 points)

(a) Developing teachers and principals, including providing relevant coaching, induction, support, and/or PD

Teacher and principal evaluations are specifically designed to inform decisions on development, including providing relevant coaching, induction, support, and/or professional development. The formative evaluations conducted in years one and two are specifically designed to allow evaluators to provide specific feedback intended to assist teachers and principals in identifying areas for coaching, support, and professional development. While the summative evaluation conducted in year three is intended to inform employment decisions, it is based on the previous formative evaluations and is intended to further support growth. As discussed in Section (D)(2)(iii) above, evaluations are directly and explicitly linked to teacher and administrator professional development plans and inform the opportunities and supports necessary for continuous growth.

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional opportunities

As discussed in Section (A)(3), Iowa was an early state to investigate the feasibility of pay-for-performance as strategy to support effective practice. As a result of the 2001 Student Achievement and Teacher Quality Program (or, teacher quality legislation), Iowa designed and implemented a pay-for-performance program; provided a study relating to teacher and staff compensation structures containing pay-for-performance components; and initiated pilot projects to test the effectiveness of pay-for-performance programs. The last round of pilots began in 2007 and have just concluded. We are awaiting the final evaluation of that pilot.

As further discussed in Section (A)(3), Career Ladders were established by the Student Achievement and Teacher Quality Program, but only the first two steps of the career ladder were implemented at the time. The last round of pilots began in 2007 and have just concluded. Again, pilot programs are currently being evaluated. As discussed in the State Plan below, we will use our Race to the Top funds to expand these pilots based on lessons learned to date.

(c) Where to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures;

Licensure

Iowa's licensure policy is comprehensive and takes into account the multiple routes to certification. It also takes into account the career pathways of educators.

Teachers: Beginning teachers are those who hold an initial, Class A, exchange, or intern license. Thereafter, beginning teachers must complete a formal mentoring and induction program that requires a comprehensive evaluation after the second year. A district may (but is not required to) grant an additional year to a beginning teacher. However, if a beginning teacher is not able to demonstrate competence after the third year, the teacher may not obtain a standard teacher license. The induction and mentoring process is described more fully in Section (D)(5).

Upon successful completion of a two-year induction and mentoring program, a beginning teacher may be issued a standard license. A standard license may also be issued to a teacher with three years of documented successful teaching experience in an Iowa non-public school or an out-of-state school.

A teacher may be issued a Master Educator's license if the teacher has a valid standard license, five years of successful teaching experience, and has completed a Master's degree in a recognized endorsement area or in a curriculum, effective teaching, or similar degree program with focus on school curriculum and instruction.

Principals:

Beginning principals are those who hold an initial license and who have had a minimum of three years of successful teaching experience. Upon successful completion of a one-year mentoring and induction program, a principal may be issued a standard license.

Tenure

Iowa Code states that the first three consecutive years of a teacher's service in the same district are probationary (IC 279.19)(See Appendix D, page 44). A board of directors may waive the probationary period for any teacher who previously has served a probationary period in another school district, and the board may extend the probationary period for an additional year.

Iowa Code states that the first two consecutive years of a principals term are probationary (IC 279.24)(See Appendix D, page 45). A board of directors may waive he probationary period for any administrator who previously has served a probationary period in another school district, and the board may extend the probationary period for an additional year.

Just cause provisions apply for the dismissal of non-probationary educators but not superintendents. Individual contracts with employing agencies may provide further protection from dismissal.

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Iowa believes that the primary purposes of a comprehensive evaluation system are to foster continuous professional growth and to make employment decisions. Currently, Iowa administrators and evaluators have the authority to, *at any time*, place a teacher who fails to meet standards in intensive assistance. Intensive assistance is the provision of organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed one year (IC 284). Where teachers have had ample opportunities to improve and have been unable to do so despite remediation, they may be removed.

Principals

While not required under law, districts may decide to use the one-year intensive assistance option for under-performing principals. Districts have the option of providing that assistance internally or seeking external supports. Specific measures of goal attainment related to the areas of remediation are provided and it is recommended that formative assessments be conducted to provide supports to the under-performing principal. The burden of proof of remediation is on the principal.

State Plan

Description and Key Goals

Iowa will continue its Pay-for-Performance and Career Ladder Pilots.

Performance Measures		Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).						
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	N/A	0	0	30%	75%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	N/A	0	0	30%	75%
(D)(2)(iii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	N/A	0	0	30%	75%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	Developing teachers and principals.	N/A	0	0	30%	75%

(D)(2)(iv)(b)	Compensating teachers and principals.	N/A	0	1%	1%	1%
(D)(2)(iv)(b)	Promoting teachers and principals.	N/A	0	0	30%	75%
(D)(2)(iv)(b)	Retaining effective teachers and principals.	N/A	0	0	30%	75%
(D)(2)(iv)(c)	Granting tenure and/or full certification (where applicable) to teachers and principals.	N/A	0	0	30%	75%
(D)(2)(iv)(d)	Removing ineffective tenured and untenured teachers and principals.	N/A	0	0	30%	75%
[Optional: Enter text here to clarify or explain any of the data]						
General data to be provided at time of application:						
Total number of participating LEAs.		221				
Total number of principals in participating LEAs.		550				
Total number of teachers in participating LEAs.		16,134				
[Optional: Enter text here to clarify or explain any of the data]						

Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) ²	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	

² Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	
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(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State’s Teacher Equity Plan.

Recommended maximum response length: Three pages

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)(3 pages)

(i) Ensure the equitable distribution of teachers and principals (15 points)

Iowa’s Revised Teacher Equity Plan (December 2006) defines “high-minority” schools as schools with minority enrollment over 25 percent and “low-minority” schools as schools with minority enrollment less than 10 percent. While minority enrollment across the state increased from 5.5 % a decade ago to 15.5% in 2008, 84.5% of Iowa students are white. Thus, Iowa has very few school buildings with minority populations over 25% (or even between 10% and 24%). Further, many of Iowa’s high-minority schools are located in urban areas, which are attractive to teachers and principals. Thus, they have not had difficulty attracting and retaining highly-qualified teachers and principals.

Iowa’s Revised Title II Plan (December 2006) defines “high-poverty” schools as those schools in the top quartile for free/reduced lunch eligibility and “low-poverty” schools as schools in the bottom quartile for free/reduced lunch eligibility. With few exceptions, there is little measurable difference among the qualifications and experience of teachers in high-poverty and low-poverty schools. Again, many of Iowa’s high-poverty schools are located in Iowa’s urban areas.

Iowa’s current system of monitoring equitable distribution is based on the definition of “highly-qualified.” Thus, once Iowa develops new measures of “effective” and “highly effective” teachers and principals, as described in Section (D)(2), it will then work to ensure that students in high-minority and high-poverty schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.

Description and Key Goals

Iowa recognizes that the challenges for urban and rural schools are different; thus, IDE will monitor the distribution of highly effective teachers and principals and work with districts to ensure that students in high-poverty and/or high-minority schools have

equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.

Activities and Responsible Parties

IDE will monitor the distribution of highly effective teachers and principals and, where inequitable distribution is found, IDE will work with districts to devise strategies to promptly eliminate such disparities. Participating districts will agree to monitor the distribution of highly effective teachers and principals and to provide data to IDE.

IDE will work with districts with high-minority and high-poverty schools to monitor teacher and principal distribution in such schools to ensure that students in such schools have equitable access to highly effective teachers and principals. Where inequitable distribution is found, IDE will work with the district, with input from low-income communities and communities of color, to develop strategies to promptly eliminate such disparities.

Additionally, IDE will revise its Guidance Document for districts on the use of Title II, Part A funds (See Appendix D, page 48). Currently, this document is intended to help districts ensure that poor and minority students are not taught at a higher rate than other students by inexperienced (a beginning teacher who does not have at least two years of teaching experience) or out-of-field teachers (a person who is licensed to teach in one subject area but is teaching in another subject area for which the person is not licensed). However, the strategies included are based on research and are relevant to preventing and/or eliminating inequitable distribution of highly effective teachers and principals in high-poverty and/or high-minority schools.

Timeline

As described in Section (D)(2), Iowa anticipates developing the definitions of “effective” and “highly effective” teachers in year 3 of the grant. Thus, the activities described above will take place in years 3 and 4 of the grant.

(ii) Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas (10 points)

Currently, Iowa utilizes a variety of strategies to increase the number and percentage of effective teachers teaching in hard-to-staff subjects and specialty areas. The Iowa legislature introduced and funded market factor incentives to ensure that school districts in all

areas of the state have the ability to attract highly qualified teachers by offering them additional compensation or other support (e.g., moving expenses, funds to prepare for a license or endorsement in a shortage area).

Additionally, Iowa offers loan forgiveness to Iowa teachers repaying Federal Stafford Loans (subsidized and unsubsidized) to increase the number of teachers in Iowa schools teaching in shortage areas, as designated by IDE. To be eligible for loan forgiveness, applicants must be beginning their first teaching job and: (1) teach in an approved shortage area at an approved and recognized K-12 school; (2) complete and file an annual application by the deadline; (3) provide yearly employment verification. If funding is not sufficient to cover all applicants, awards will be made based on priorities—the top two of which are application renewal status and instructional shortage area being served. The maximum annual award is 20% of the teacher's total federal Stafford loan balance, including principal and interest, but not more than the average resident tuition the year following the recipient's graduation. For 2009 graduates, the maximum award was \$6,704.

Further, Iowa offers loan forgiveness for teacher candidates. The Iowa Student Loan Teacher Education Loan Forgiveness Program provides loan forgiveness of up to \$9000 for students who are currently working toward education degrees or endorsement programs that lead to licensure in an approved subject shortage area at accredited Iowa colleges, universities, or other similar educational institutions. To date, 575 teachers have been approved into the Iowa Student Loan Teacher Education Loan Forgiveness Program.

In addition to these strategies, IDE has signed on to a proposal for a Teacher Quality Partnership grant for the Talent to Teach, Talent to Lead, Talent to Change (Project TQ(3)). The TQ3 project lead is the University of Iowa (UI) College of Education, in partnership with UI College of Liberal Arts and Sciences (CLAS), UI Division of Continuing Education, UI Center for Enrichment and Diversity, William Penn University, Iowa's ten Area Education Agencies, Rockwell Collins, Dardis Communications, and 48 qualified LEAs and 63 schools in Iowa. Project TQ(3) addresses the critical need for highly qualified teachers in shortage areas (See Appendix D, page 51).

Project TQ(3) will develop an integrated system for the identification and development of teacher and administrator talent, generating a diverse pool of future teachers and administrators prepared to work in Iowa's high-need rural LEAs. Project TQ(3) has three strands: 1) Talent to Teach (serving a. teacher candidates and para-educators), 2) Talent to Lead (serving teachers qualified to become administrators), and 3) Talent to Change (serving second career professionals to become teachers). Each strand has similar objectives: 1. Identify a pool of underserved candidates to teach in high-need schools; 2. Recruit participants to enroll in UI and William Penn University's teacher preparation programs, UI's Educational Administration program or the Iowa Teacher Intern License Pathway (ITILP Residency) Program; 3) Graduate/License 80% of the participants in each strand as highly qualified teachers/administrators, 4) Place 80% of participants in high-need rural LEAs within one year of graduation/licensure, and 5) Retain teachers/administrators in high-need rural schools for a minimum of three years.

To achieve project objectives, program activities include aggressive recruitment, active mentorship, and the delivery of high quality professional development support. Project outcomes include: 1) increased numbers of highly qualified diverse teachers/administrators in Iowa's high-need rural schools, 2) increased retention of highly qualified diverse teachers/administrators, 3) increased number of diverse licensed teachers in shortage areas, 4) broader collaboration between partners to identify, recruit, train, mentor and provide on-going professional development for future teachers, and 5) improved student achievement.

The project will create a new model of teacher/administrative preparation that includes scaffolded supports to maximize participant success. Additionally, project TQ(3) will develop a sustainable infrastructure for identifying and developing teacher and administrator talent, expand dramatically Iowa's pool of diverse and highly qualified teachers and administrators and positively impact achievement in Iowa's K-12 schools. Project partners will recruit and mentor participants, develop and deliver quality programming. UI faculty and staff will provide curricular support, professional development and technology training to all participants. IDE will provide mentoring and induction support.

IDE will ensure a rigorous evaluation design will provide information about the project's efficacy and inform practice in how to develop diverse highly qualified teachers and administrators prepared to serve in high-need rural schools. The combination of expertise, commitment and resources of TQ(3) will have a significant impact on student achievement in Iowa.

State Plan

Description and Key Goals

The University of Iowa, in partnership with IDE and others, has applied for a Teacher Quality Partnership grant to fund this work. If successful, we will follow the department's guidance on renegotiating use of the Race to the Top Funds going to support this work.

If Project TQ3 is not funded under the Teacher Quality Partnership grant, we will use Race to the Top funds for the *Talent to Teach* strand of the TQ3 project. In the *Talent to Teach* strand, underrepresented and minority pre-service candidates are identified through aggressive outreach into high need LEA's, utilizing the TEACH Iowa Identification Inventory to target students for participation in the Talent to Teach program. These underrepresented licensed Talent to Teach candidates in identified shortage areas will be placed back into high need partner schools and tracked for 3 years to monitor retention. Traditional pre-service candidates will be recruited to the UI campus and participate in the Talent to Teach licensure program on-campus; para-educator candidates will be recruited into partner William Penn University's distance education career ladder program, where they will obtain their teaching licensure in shortage areas and placed back into high-need partnering schools and tracked for retention for 3 years.

Activities and Responsible Parties

The University of Iowa will lead the project and will collaborate with partnering organizations, including the IDE. IDE will provide mentoring and induction support. IDE will ensure a rigorous evaluation design will provide information about the project's efficacy and inform practice in how to develop diverse highly qualified teachers and administrators prepared to serve in high-need rural schools.

Timeline

Beginning in Fall 2011, project staff will recruit 25 pre-service teachers and 25 para-educators per year over five years to participate in the program.

Performance Measures for (D)(3)(i) Note: All information below is requested for Participating LEAs.	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	0	0	30	75
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	0	0	30	75
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	0	0	20	10
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	0	0	20	10
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	0	0	30	75
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	0	0	30	75
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	0	0	10	5
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	0	0	10	5

[Optional: Enter text here to clarify or explain any of the data]		
General data to be provided at time of application:		
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	158	
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	606	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	3,110	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	11,440	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	105	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	405	
[Optional: Enter text here to clarify or explain any of the data]		
Data to be requested of grantees in the future:		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.						
Performance Measures for (D)(3)(ii) Note: All information below is requested for Participating LEAs.	Baseline/Pretest	Actual Data:	2010-2011 End of SY	2011-2012 End of SY	2012-2013 End of SY	2013-2014 End of SY
	General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.						
Percentage of science teachers who were evaluated as effective or better.						
Percentage of special education teachers who were evaluated as effective or better.						
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.						
[Optional: Enter text here to clarify or explain any of the data]						
General data to be provided at time of application:						
Total number of mathematics teachers.		1,405				
Total number of science teachers.		1,218				
Total number of special education teachers.		2,644				

Total number of teachers in language instruction educational programs.	1,980
[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)(1 page)

(i) Linking student achievement/growth to teachers/principals to preparation programs, and publicly reporting the data for each program

There are 32 four-year colleges and universities approved by the State Board of Education to prepare teachers in Iowa, which includes alternative routes to certification/licensure, and 5 four-year colleges and universities approved by the State Board of Education to prepare administrators in Iowa. Additionally, one university offers principal preparation only and there is an alternative route to principal certification, as discussed in Section (D)(1). Currently, approved programs are required to engage in self-study and to report the findings to the IDE. Additionally, in Spring 2008, the New Teacher Center (NTC) surveyed all first year teachers, their mentors, and some administrators regarding their teacher preparation programs and provided results to programs and aggregate results to IDE.

Iowa currently has a unique identifier for students, teachers and schools and will link this data to teachers and principals as described in Section (D)(2). However, this data is not a sufficient measure by which to evaluate the effectiveness of teachers and principals or, by extension, by which to evaluate the effectiveness of teacher and principal preparation programs. Iowa's goal is to be able to: link the multiple, authentic measures of student achievement and student growth to teachers and principals, as discussed in (D)(2); report that data back to their preparation programs; and ultimately publicly report aggregate data for each program.

State Plan

Description and Key Goals

Once IDE develops multiple, authentic measures of student achievement and student growth and links that data to teacher and principals as described in Section (D)(1), IDE will report that data in the aggregate by program.

Activities and Responsible Parties

IDE will be responsible for linking the data and for publicly reporting the data. IDE will collaborate with traditional and alternative preparation programs to develop the protocol for public reporting. IDE will be responsible for publicly reporting the data in the aggregate by program.

Timeline

Beginning in Spring 2010, preparation programs will collaborate with IDE and other stakeholders in discussions regarding the definition of effective teachers and the development of a multiple assessment system to measure student achievement and student growth that will be linked to teachers and principals and then to preparation programs.

Beginning in Spring 2011 through 2013 preparation programs will collaborate with IDE and other stakeholders to develop a multiple assessment system to measure student achievement and student growth that will be linked to teachers and principals and then to preparation programs.

Beginning in Spring 2013 IDE, in conjunction with preparation programs, will pilot the linking of multiple, authentic measures of student achievement and student growth to teachers and principals, then to preparation programs in order to inform individual programs regarding success of their graduates and to be used in program improvement.

Beginning in Spring 2014 IDE will link multiple, authentic measures of student achievement and student growth to teachers and principals, then to preparation programs, and publicly report aggregate data.

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

Iowa's preparation programs are among the best in the nation. Overall, they take great pride in their roles and independently look for ways to improve. Additionally, there is a strong history of collaboration among IDE and teacher and principal preparation programs, and IDE has a history of supporting successful programs and encouraging program improvement. For example, as described in Section (D)(1), IDE used federal funds to provide grants for institutions to develop high-quality Teacher Intern Programs.

The philosophy Iowa brings to its approach to preparation programs is akin to the approach it brings to the evaluation of teachers and principals. In essence, Iowa believes successful programs serve as models/mentors/exemplars and should be recognized as such. Programs that are less successful should be given an opportunity for improvement, especially when a new system of program evaluation is put into place. However, where external pressure has been required to push for improvement under the existing system, Iowa has used the policy lever of program approval to insist on program improvement.

State Plan

Description and Key Goals

IDE will encourage the expansion of successful programs and the improvement of less successful programs by publicly reporting aggregate data for each program.

Activities and Responsible Parties

IDE will be responsible for publicly reporting data on teacher and principal effectiveness in the aggregate by program. IDE will be responsible for collaborating with preparation programs to expand successful programs.

Timeline

Beginning in Spring 2014, IDE will publicly report aggregate data by program. Iowa also will use information collected to determine highly successful programs and will garner from those programs aspects that can be shared statewide to improve all preparation programs.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	0	0	25	100
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	N/A	0	0	25	100
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	32				
Total number of principal credentialing programs in the State.	5				
Total number of teachers in the State.	33,645				
Total number of principals in the State.	1,070				

[Optional: Enter text here to clarify or explain any of the data]	
Data to be requested of grantees in the future:	
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded PD

Iowa believes highly effective teachers and principals are grown. They require and should be able to expect the system to provide growth opportunities and supports through every stage of their careers. Growth opportunities include the kinds of professional resources, activities, and organizational designs that contribute to continuous development (e.g., access to professional learning communities, time to collaborate and reflect on professional practice). Supports include system features that guarantee educators' professional learning (e.g., induction and mentoring, supports that respond to feedback from a well-designed evaluation system).

While the conversation on professional development is often focused on the adults in the system, Iowa understands that the purpose of professional development must be for the benefit of students. Thus, Iowa has very carefully and thoughtfully created a statewide system of professional development to grow highly effective teachers, principals, and superintendents toward the goal of school improvement and increased student learning.

Iowa Professional Development Model

The Iowa Professional Development Model (IPDM) provides the foundation of all professional development supported by the state (See Appendix D, page 52, for an overview of the IPDM). The development of the IPDM was a collaborative effort of the IDE and a stakeholders group representing AEAs, professional organizations (teachers, administrators, school boards), school districts, higher education, and other providers of professional development in the state of Iowa. The model reflects their study, collaboration, reflection and negotiation and provides an invaluable roadmap to the conduct of staff development for educators in Iowa. The IPDM uses an action research cycle and is based on four operating principles: (1) focus on curriculum, instruction, and assessment, which ; (2) participative decision making; (3) leadership; and (4) simultaneity (See Appendix D, page 54, for the Operating Principles).

Mentoring and Induction

Iowa Code 284.5 and 284A.5 requires a state-funded mentoring and induction program for teachers and administrators (See Appendix D, pages 55 and 57). All public school districts and AEAs have a induction and mentoring plan approved by IDE.

Beginning teachers must complete a two-year mentoring and induction program designed to address their personal and professional needs and to help them develop competency on Iowa's teaching standards. At the end of the mentoring and induction period, the teacher may be recommended for a standard license. However, if the teacher is not able to demonstrate competency on the Iowa teaching standards, the district may grant a third year at district expense. If the teacher does not successfully demonstrate competency after the third year, the teacher cannot receive a standard license and cannot continue to teach in Iowa.

Mentors must have at least four years of teaching experience; demonstrated skills in classroom training and coaching; and training on district expectations. The role of the mentor is to observe, critique, and provide support and advice on effective teaching practices, not to evaluate the teacher. During the 2008-09 school year, 3,243 new educators participated in the mentoring and induction program. According to a state-by-state assessment of all states by the New Teacher Center (2009), Iowa is one of four states in the nation with an outstanding mentoring and induction program, based on policy and supporting state appropriations.

Beginning Administrators must complete a one-year mentoring and induction program funded by IDE and provided through a collaborative arrangement with the School Administrators of Iowa (SAI). A local district can also provide an approved mentoring and induction program. The program is structured to provide support, professional development, and access to a variety of information sources critical to a beginning administrator's success as a leader of student achievement and is linked to proficiency in the Iowa Standards for School Leaders. New principals and superintendents participate in a one-day New Administrators Institute as well as two, one-day statewide institutes for beginning principals and mentors. Mentors are expected to have monthly face-to-face interactions with their mentee as well as bi-weekly email or phone conversations. Mentors are provided with training in best practices in coaching skills such as questioning and non-judgmental listening, helping in the development of individual professional development plans, skills in professional and personal life balance, and providing access to resources. The administrator mentoring program is evaluated annually. Results from the most recent evaluation indicate that 95% of program participants indicate that the program was either extremely helpful or highly helpful to them.

Professional Development for Career Teachers and Administrators

Districts must incorporate a district professional development plan into their comprehensive school improvement plan (CSIP). This professional development plan must be a long-term plan designed and implemented to increase student achievement and include all teachers. The plan must align all professional development with the school district's long-range student learning goals and the Iowa teaching standards, as well as indicate the district's approved professional development provider or providers.

Each attendance center (building) within a school district is required to develop an attendance center professional development plan to promote collective professional development, address the needs of teachers, and enhance the student achievement goals of the attendance center and the district. Additionally, in cooperation with the teacher's evaluator

The career teacher must develop an individual teacher professional development plan to promote individual and group professional development which must be based, at minimum, on the needs of the teacher, the Iowa teaching standards, and the student achievement

goals of the school and district as outlined in the CSIP. The individual plan must include goals for the individual which are beyond those required under the attendance center professional development plan and is developed with the teacher's evaluator.

School districts, AEAs, IHEs, other public or private entities including professional associations and consortia of the above of may be professional development providers. Educational organizations or programs with specific professional development accreditation or approval from the IDE are considered approved providers. The local district follows an approval process to approve other providers.

One of the most transformative programs of professional development is *Assessment for Learning*—an initiative Iowa wants to take to scale (See Appendix D, page 58). *Assessment for Learning* is a characteristic of effective instruction as defined by the Iowa Core. As defined by IDE, it is a process used by teachers and students as part of instruction that provides feedback needed to adjust ongoing teaching and learning to improve students' achievement of core content. These formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback, and helps students develop the ability to self-assess, track learning, and set goals.

Assessment for learning is a planned process; is used by both teachers and students; takes place during instruction; provides assessment-based feedback to both teachers and students; and helps teachers *and* students make adjustments that will improve student achievement. The practice includes providing clear (student-friendly) learning targets (learning objectives) based on teacher understanding of the learning progression for the learning target and accompanied by models of both high and low quality work; providing descriptive feedback to help the student know what was done correctly and what could be done to improve; allowing for self- and peer-assessment for students to think meta-cognitively and develop understanding of effective learning tactics; and creating a classroom climate of collaboration—a partnership in the learning process.

Additionally, Iowa has submitted a Teacher Quality Partnership grant proposal (Appendix D, page 71). Under the proposal, Iowa will increase the learning and achievement of Iowa PK-12 students by continuously developing more highly effective teachers from pre-service throughout the teacher's career. We will: (1) define emerging attributes of effective teaching and integrate those attributes

into both pre-service programs and professional development for beginning teachers; and (2) examine and integrating a diverse set of teacher and student artifacts to document content knowledge of academic major and effective teaching featuring teacher work samples supported by an integrated technology platform. The purpose is to enhance and support the professional development of prospective and current teachers in Iowa.

In order to enhance the quality of beginning teachers entering the profession, Iowa will provides a series of measurable and sustainable objectives that will achieve three major project goals: (1) emerging attributes of effective teaching will be examined, identified and defined in preparation for integration into a partner institution of higher education pre-service program and into partner local education agency professional development, (2) pre-service faculty will integrate the attributes of effective teaching into pre-service programs, which will be documented through prospective teacher-created digital artifacts to be placed into an integrated technology platform and 3) partner local education agencies will integrate the attributes of effective teaching into professional development, which also will be documented through teacher-created artifacts to be placed into an integrated technology platform. This is the Teacher Work Sample (TWS) Project discussed in Section C.

For principals, Iowa has created the Iowa Leadership Academy (ILA)—a project supported by funding from the Wallace Foundation. ILA supports two virtual leadership centers—the Principal Center (launched in June 2007) and the Superintendent Network (currently being developed). A number of collaborative partners are actively involved in the development and support of the ILA: IDE, the School Administrators of Iowa, Iowa Association of School Boards (IASB), the AEAs, higher education, and local districts.

The Principals Center (PC) is developed “by principals, for principals. The center’s mission is to create a community of where school leaders discover their skills, their wisdom and their passion for leading learning. Participants in the PC academy indicate that these experiences allow leaders opportunities to: gain craft knowledge and skills that enhance the principal’s ability to advance the school’s learning goals; be inspired, challenged and committed to the moral purpose of leading; develop leadership plan of action that

will advance the school's plan of action; and participate in networking/collaboration/coaching that extends beyond a June conference and supports fulfillment of individual professional development plans.

The Superintendent Network was convened during the 2007-2008 school year through collaboration between Iowa's AEAs and The Wallace Foundation's leadership grant. The Superintendent Network uses the instructional rounds model originated by Richard Elmore and associates at Harvard. Trained facilitators from AEAs, local superintendents and higher education personnel guide networks in each of Iowa's ten AEAs. In its first full year of operation the network served 1/3 of Iowa's 350 superintendents and there is documented evidence that its impact is changing the culture of how superintendents lead student achievement efforts.

In 2009, the RAND Corporation's *Improving School Leadership: The Promise of Cohesive Leadership Systems* research report identified Iowa was one of just three states that has made "exemplary" progress toward a cohesive leadership system through developing and assessing against leadership standards, providing high quality professional development for leaders, and improving the policy and practice conditions in which leaders work (See Appendix D, page 61, for the summary from the report).

State Plan

Iowa will use its Race to the Top funds to:

1. Provide professional development on balanced assessment/formative assessment/assessment literacy, as fully described in Section (B)(3). Balanced assessment practices, along with professional development to build teacher capacity in instructional practices, is needed to improve student achievement and accomplish the goals of the Iowa Core Curriculum.

Description and Key Goals

See Section (B)(3).

Activities and Responsible Parties

See Section (B)(3).

Timeline

See Section (B)(3).

2. Continue to Build Capacity for Assessment *for Learning*

Description and Key Goals

While scores on standardized test provide some feedback, teachers need minute-by-minute feedback to inform practice. Building on two years of work between IDE and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles, the Assessment for Learning Project will continue to build capacity for Iowa educators to use formative assessment to adjust ongoing instructional practices and for students to adjust current learning tactics.

Activities and Responsible Parties

A team consisting of an AEA lead consultant and a LEA lead team consisting of a district or building administrator and 2-3 classroom teachers will receive intensive professional development on formative assessment. They, in turn, will facilitate online training on Assessment *for Learning* for other teachers and administrators. Through the project, teams and individual educators will develop deep understanding of each attribute of assessment *for learning* as an instructional process, and will provide evidence of the use of assessment *for learning* practices as an integral part of instruction.

Timeline

In year 1, AEA participants will participate in professional development in a professional learning community for each module delivered face-to-face; webinars designed to support learning occurring in both the modules and the PLCs; and a state-wide online social network and Google.doc site to support learning and share resources. In year 2, participants will provide evidence of the use of assessment *for learning* practices during instruction. District educators from districts where the characteristic of effective instruction, assessment *for learning*, has been identified as a professional development need using data collected through implementation of the Iowa Professional Development Model or as a part of the Self Study conducted during the development of the Iowa Core Curriculum

Implementation Plan. Attendance in a combined minimum of 50 hours of professional development that includes face-to-face or optional online workshops and structured professional learning communities, webinars and online social networks with national experts. The duration of the sequence will be at the discretion of the LEA. Ongoing support will be provided through Webinars with national experts, through a state-wide social network (NING), and a repository for learning progressions sponsored by AEA 8.

3. Provide a second year of mentoring and induction for administrators. This second year will allow administrators to continue work on increasing student achievement and student growth and closing persistent achievement gaps.

Description and Key Goals

A beginning principal or superintendent will be supported by a mentor who will continue to provide coaching supports that build on goals established during year one of the mentoring program. It is anticipated that there will be an increased emphasis by the mentor on supports to the mentee in development of a robust individual administrator professional development plan, increased emphasis on instructional leadership (given that during year one much of the focus has to be on supporting the beginning administrator in successful execution of management duties). The School Administrators of Iowa will continue to work closely with the IDE in the delivery of the program, provide one state-wide meeting for the mentors and mentees, make new matches in the event that the mentor-mentee match from year one did not prove to be satisfactory or if other circumstances dictate a change, provide monthly on-line resources that mentors can use to enhance their coaching skills with their mentees, and arrange for evaluation of the year two experiences.

Activities and Responsible Parties

A task force will be convened by the School Administrators of Iowa comprised of LEA practitioners, higher education administrators of educational administration, the IDE leadership consultant, representatives from other professional associations and persons with specific professional development expertise who will develop the curriculum for year two of the administrator mentoring

program. The curriculum and training plan will be “vetted” through a focus group of year one mentoring program participants and their mentors. Evaluation of program effectiveness will occur annually.

Timeline

The task force will be convened within one month. Program development will occur during subsequent weeks and months so that the second year of mentoring will begin with the start of the 2010-11 school year.

4. Provide on-going support for the Iowa Leadership Academy Principal Academy to continue principals’ growth as instructional leaders and for the Superintendent Network to develop superintendent skills in assessing the level of rigor of learning experiences for students and determining the impact of professional development activities in the district.

Wallace Foundation funding which ends in August 2010, has supported Iowa in the development of a common vision, framework, language, networks, relationships and supports for our work across the state. The work has not been easy and there is more to accomplish. Key goals include continuing the work through the Iowa Leadership Academy—specifically the Principals Center and the Superintendent Network.

The School Administrators of Iowa will lead the effort to support principals and superintendents as they focus on student achievement and student growth. Specifically, SAI in collaboration with AEAs, principals, and higher education, will redesign the Principal Academy curriculum and programming based on Iowa’s own promising practices and benchmarking practices in other states. This will strengthen both the development of leaders’ professional growth plans and their application in schools and districts during the year, which will result in increased student achievement. SAI, in collaboration with AEAs, superintendents, and higher education, also will expand the Superintendent Network to serve more of Iowa’s 350 superintendents. IDE will work closely with SAI to ensure alignment throughout the system.

5. Support the Teacher Work Sample (TWS) Project

Description and Key Goals

A key innovation related to this project is the development and implementation of an integrated technology platform that will provide a method to store digital artifacts documenting effective teaching and thus allow for the scaling of teacher effectiveness to reform and enhance teacher preparation programs and professional development.

Activities and Responsible Parties

IDE will collaborate with participating districts and higher education to develop an integrated technology platform with digital artifacts documenting effective teaching as determined. The project will work closely with the Center for Collaborative Inquiry for Teacher and Administrator Evaluation and Support as it works to define “effective” and “highly effective” teachers and administrators.

Timeline

Beginning in Fall 2010, IDE will develop the Teacher Work Sample platform (See Section (C) for details). From Fall 2012 through spring 2013, IDE will pilot the platform. IDE and the partnering preparation program will work with the Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support as it works to define “effective” and “highly effective” teachers and administrators. As these definitions are being developed, partnering preparation program will incorporate attributes of highly effective teaching into its pre-service program.

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement

Currently, districts are required to document approved professional development providers and track budget items. However, districts are not required to report on the quality of professional development or to determine the extent to which professional development led to actual change in practice.

State Plan

IDE monitors district-approved professional development providers and requires districts to report budget items. However, what Iowa really wants to know is not which professional development providers are most popular or most widely utilized, but which providers are effective in getting teachers and principals to improve their practice.

Description and Key Goals

Iowa’s long term goal is to develop an advanced technology system to collect, manage, and analyze data to support professional development at the district, AEA, and state level. In the short-term, however, Iowa needs to be able to collaborate with a diverse group of stakeholders in order to determine the information required as well as to link this data to the existing data system.

Activities and Responsible Parties

The Center for Collaborative Inquiry on Teacher and Administrator Effectiveness will lead this effort. IDE will collaborate with the Center and assist in the collection, analysis, and reporting of information. The information can be used to inform PD at the building, but is ultimately intended to inform professional development at the systems level to inform policy and practice.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	school year or	Baseline (Current	Actual Data: 2010-2011	End of SY 2011-2012	End of SY	End of SY	2013-2014 End of SY	End of SY
(Enter measures here, if any.)								

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

On January 15, 2010, the Iowa Legislature passed and the Governor signed into law a requirement that a school district with one or more schools identified by the IDE as a persistently lowest-achieving school implement one or more of the interventions mandated by the United States Department of Education (see Appendix E, page 1). Thus, the state has the authority to intervene in LEAs with the persistently lowest-achieving schools.

The U.S. Department of Education’s guidance for the SIG program states, “... drawing upon pockets of success in cities and States across the country, the Secretary believes LEAs and unions can work together to bring about dramatic, positive changes in our persistently lowest-achieving schools. Accordingly, the Department encourages collaborations and partnerships between LEAs and

teacher unions and teacher membership associations to resolve issues created by school intervention models in the context of existing collective bargaining agreements." Research on turnaround schools backs up this stance, demonstrating that in successful turnarounds teachers and administrators work and problem solve together, share a common vision and goals, and share an expectation that everyone needs to make changes. Our January 15 legislation specifically addresses this guidance.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

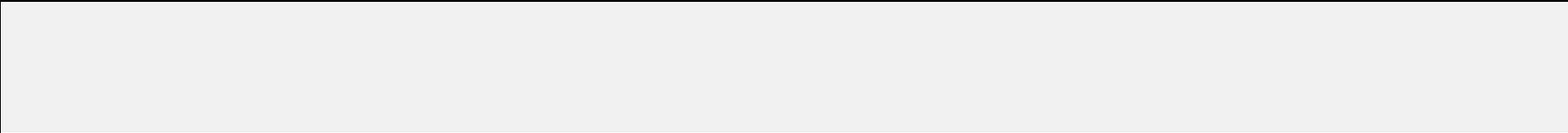
(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

The State’s historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages



(i) Identify the persistently lowest-achieving schools

The state’s plan to identify its lowest-achieving schools takes into account both overall proficiency and growth on Iowa’s summative assessment, the Iowa Test of Basic Skills (ITBS), consistent with Iowa’s accountability plan filed with the U.S. Department of Education. The state’s model for identifying the lowest-achieving schools is described in Appendix E, page 10.

Beginning in 2010, not later than February 1, 2010, the Director of the Iowa Department of Education will make public the list of Tier I schools—the persistently lowest-achieving five percent of Title I Schools in Need of Assistance (SINA)—and Tier II schools—the lowest five percent of eligible non-Title I secondary schools. In the future, this list will be made available in the month of July.

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models

Introduction

We are developing our supports for persistently lowest-achieving schools under our Race to the Top program in conjunction with our plans and requirements for School Improvement Grants (SIG) under Title I of ESEA. For the SIG program, we identify our persistently lowest-achieving in two tiers, as described above. SIGs will provide significant funding for each of our Tier I schools. However, it is apparent that we will not be able to provide the same level of financial support to each of our Tier II schools under the SIGs. Therefore, our Race to the Top plans include (1) a statewide system of support for both Tier I and Tier II schools and (2) subgrants to LEAs with Tier II schools.

In addition, our Center for Collaborative Inquiry on Intensive School Supports, which will support our persistently lowest-achieving schools as a part of the statewide system of support, also will support LEAs with significant achievement gaps among subgroups of students. These plans are outlined below.

Historic support to LEAs for lowest-achieving schools and school turnaround

Over the past six years, Iowa has developed a sophisticated and research-based model for assisting low-performing schools, which leverages state, regional, and local expertise around a research-based process for school improvement. This system of support, as described below, will be modified to meet the requirements of Race to the Top.

Currently, Iowa assists its low-achieving schools through The Iowa Support System for Schools and Districts in Need of Assistance (SINA and DINA), which was developed in 2003 in response to federal and state legislation. Within three months following identification by the Iowa Department of Education, a School in Need of Assistance develops a two-year plan (with one-year budget) that:

- is based on extensive audit and diagnosis phases of three domains – academic, quality educator, and system
- diagnoses root causes that are barriers to student learning
- addresses core academic subjects;
- matches scientifically researched strategies with identified needs;
- provides for professional development based on theory, demonstration, coaching, and feedback
- implements mentoring for both new and experienced teachers;
- includes parent engagement activities; and
- develops leadership skills.

This two-year Iowa Support Team process for SINAs includes five phases—an audit phase, diagnosis phase, design phase, implementation phase, and evaluation phase. In the audit phase, an audit team put together by the Iowa Department of Education in collaboration with the Area Education Agencies (AEAs) reviews school documents and data, interviews school administration and staff, analyzes surveys of staff members, and builds a detailed profile of the school that is shared with school administration and

leadership. In the diagnosis phase, a building leadership team comprised of a principal, central office representative, teachers, and often AEA representatives and parents, collects and analyzes multiple forms of data to provide deeper analysis of a school's weaknesses, conducts a gap analysis of current reality and desired state of a forward-moving building, identifies root causes, and determines possible solutions. In the design phase, the school completes an action plan, identifies key intended changes of stakeholders (e.g., students, teachers, administrators, parents), determines indicators of progress, links the action plan with scientifically-based research, creates an implementation plan, and identifies professional development support to effectively implement the action plan. The implementation plan focuses on executing and monitoring the progression of the action plan, the professional development, and their impact on student achievement – making sure the activities and tasks are moving forward within the identified timelines or are adjusted based on the review of implementation data. The evaluation phase addresses designing, conducting, and reporting evaluation of the plan and its impact on student learning.

AEAs are critical players in the SINA/DINA process, coordinating the school support teams and providing content-level and special education expertise. They work directly with building leadership teams in all phases—audit, diagnosis, design, implementation, and evaluation—of the action plan, often leading and always supporting the building. The focus of their work is the achievement of a **systemic** approach to improvement to build capacity and ensure sustainability within the identified building.

The SINA process for low-achieving schools has resulted in improved student achievement. Since 2003-2004, when the SINA process was introduced, thirty-six schools have increased student achievement in reading and/or math to be able to be removed from the SINA list. See Appendix E, page 14, for more information about the SINA schools.

There have also been several key lessons learned since the introduction of the SINA/DINA process that inform Iowa's approach turning around its lowest-achieving schools. These include the following:

- The audit by an “outside team” is key in helping the building recognize their current reality.
- The diagnosis is instrumental in “getting to root cause” and determining the “right work.”

- The design must first identify the critical changes needed in the stakeholders—students, teachers, administrators, and parents. This must then be followed by the identification of evidence for those changes, which results in specific and focused actions and activities to achieve the intended changes.
- Focus must address achievement gaps among school subpopulations—by putting “faces to the data” and assuring interventions at both the supplemental and intensive levels and implementation of a quality core curriculum.
- Monitoring is key to quality implementation—monitoring for both implementation and impact. This requires extensive training of leadership to assure quality in the monitoring.
- Evaluation is NOT an after thought. The planning for evaluation occurs in the diagnosis and design phases, and is conducted and reported in the implementation and evaluation phases.
- Quality leadership is paramount and support of those leaders is a must if the school is to build capacity and sustainability in quality of learning and teaching for that learning.

This experience makes us believe that the added resources from Race to the Top along with the dramatic interventions that will be implemented by the schools will mean that the schools currently on list of persistently lowest-achieving schools will go from turn-around to trend-setter. The example of a high-minority, high poverty middle school in Waterloo, Iowa, speaks to this. The former Logan Middle School was closed, renovated, and then re-opened as the George Washington Carver Academy in the fall of 2009 with new leadership, a STEM-focused curriculum, and 21st century technology. Students and staff last year achieved an important milestone: the school showed the most growth among district buildings in the percent of students proficient on the math, science and reading portions of the Iowa Tests of Basic Skills. The Instructional Decision-Making system the school put in place last year contributed to those improvements. The system provides struggling students with multiple opportunities to master each individual class objective. The school will continue using the system this year and have more technology available, like Promethean Activboards in every classroom, plus a Science, Technology, Engineering and Mathematics curriculum.

Thus, our approach to this portion of our plan is both to build and infrastructure of support *and* a process for disseminating lessons learned among the many schools with which the state has intensive engagements. The schools that currently are our persistently lowest-achieving schools will be an important part of our overall plan—as they receive intensive support to implement their

intervention model, this support will include the goals outline in our other Race to the Top priorities. They are not exempted from the exciting and important work being done; instead, we believe they will embody a commitment to great teaching, effective leadership, the use of high quality data in making instructional and programmatic decisions, and a commitment to fully implementing the Iowa Core. We expect that because of the system of intensive support, these schools may have many of the most exciting new learning environments in the state—just like we are seeing in the Carver school.

State Plans

Center for Collaborative Inquiry on Intensive School Support

Funds we would receive through Race to the Top will be used to coordinate our fifth Center for Collaborative Inquiry (CCI), this one focused on Intensive School Support. The Center will work with a subset of participating LEAs to identify additional ways to systemically support, learn from, and engage children and families of color and poverty. The lessons we learn from schools engaged in dramatic reinvention and/or focused attention to eliminating achievement gaps will be important for *all* schools in Iowa.

Thus, our first strand of work within this CCI will be to support the persistently lowest-achieving schools within participating LEAs. Our second strand of work within the CCI on Intensive School Support will focus on serving schools with the largest gaps in achievement between average achievement statewide and the achievement of low income students. Our third strand will focus on overcoming racial disparities. This collaborative state project will engage internal and external experts to chronicle, analyze, and disseminate best practices from participating LEAs. It will serve as the locus point for school audits, identify resources and research on effective practice, provide professional development and facilitation to participating LEAs, monitor the use of LEA subgrants provided for participation in the CCI on Intensive School Support, and evaluate the impact of reforms.

This new center will be staffed collaboratively by the IDE, AEAs, and external contractors, under the leadership of the Race to the Top director. Center staff will include specialists in school turnaround, Learning Supports, and achievement gaps. These new staff will coordinate with current IDE staff in school improvement, accreditation, and Title I and in the AEAs. Due to our fanning-out

scale-up strategy of building implementation capacity, by the fourth year of Race to the Top funding, our CCI system will be prepared to carry the models for intensive school support statewide and support schools who want to undergo this kind of transformation. At this point, the CCI on Intensive School Support will have the capacity to effectively scale up best practices and research-based activities statewide before the end of the fourth year of our Race to the Top.

Persistently Lowest-Achieving Schools

As noted above, our Race to the Top plans are being developed in conjunction with our plans for School Improvement Grants. SIG Tier I schools will receive significant funding to help implement their intervention model. Our Race to the Top supports for persistently lowest-achieving schools will be made available to all identified Tier I and Tier II schools. Our Race to the Top subgrants to participating LEAs will be made available for the Tier II schools only. Seven of Iowa's twenty-nine Tier II schools are located within six of our participating LEAs. Within those schools, forty-seven percent of the students are in poverty and twenty-three percent are students of color.

We will carry out supports through a new turnaround coaches, improving and adapting the SINA/DINA supports, providing differentiated school supports, engaging the school audit process, and providing support in adopting and implementing the intervention model(s).

Turnaround Coaching

Staff of the CCI on Intensive School Support will include specialists in turnaround coaching. Coaches will work directly with the state's lowest-achieving schools for three to four years, depending on improvements in student achievement. Coaches will provide mentoring and support to school leadership, as well as broker expertise from other state and area educational agencies, and external partners where appropriate. These external partners will also provide professional development and training to the CCI in order to build capacity at the state level to effectively intervene in the lowest achieving schools. Turnaround coaches will have experience and knowledge around data, assessment, instructional strategies, curriculum, and community services, and/or collaborate with other

experts around these areas. External expertise will help build the state's ability to apply and follow through with the findings and recommendations from research-based school improvement models, focus on the conditions, contexts and factors and processes that impact how school teams/educators use data and information for improvement, and connect the results of data analysis to specific instructional decisions and interventions. The selection of coaches will be mutually agreed upon by IDE and the LEAs with identified persistently lowest-achieving schools.

Improving and adapting the SINA/DINA process for turning around the lowest-achieving schools

While the Iowa Support Team process is an effective strategy for implementing change, Support Team members are limited in their capacity to provide ongoing support and monitoring services to LEAs. Iowa Support Team members provide this service to schools in addition to their full-time assignments. Thus, the Support Team members are intensively involved during the three-month audit, diagnosis, and design phases of the process, but they have limited time to work closely with schools during the implementation and evaluation phases.

Iowa will augment its Iowa Support Team process and design to provide more intense support to LEAs in turning around its lowest-achieving schools through multiple levels of involvement: the Iowa Department of Education, Area Education Agencies (AEAs), LEAs, and the schools themselves. Iowa will support its initially-identified lowest-achieving schools for the first three years of the Race to the Top grant. If additional schools are identified in year two, they will be eligible for subgrants for the remaining three years.

Described below are Iowa's state strategies for supporting LEAs in turning around its lowest achieving schools.

School audit and recommendations for intervention

Iowa will enhance its current Iowa Support Team audit phase for turning around its lowest achieving schools. Once a school is identified as low-achieving, a turnaround coach will be assigned to that school. The coach will identify a team of state, AEA, and local experts to conduct a school audit and provide documentation of the school's performance, using a number of indicators including but not limited to student performance, financial health, and staff and leadership data. This audit will take no longer than sixty days.

The school audit team will recommend to the LEA appropriate school interventions as defined in Race to the Top. The LEA will have sixty days to respond to this recommendation and create an Intervention Plan, which will specify which one of the four federally approved intervention models will be selected for that school. This plan will include the input of the local teacher bargaining unit. Once the plan is finalized by the LEA, the intervention model will go into effect the following school year.

Intervention model adoption and support

If an LEA chooses the “turnaround” or “transformation” intervention model, a Turnaround Coach will provide mentoring support and broker expertise as needed. This expertise will be consistent with the requirements of the intervention models and the Iowa Core, and may include the following:

- Data analysis for decision making expertise, which would include expertise in multiple measures of student achievement, data and data analysis;
- Intervention decisions and follow through, which would include expertise in curriculum and instruction, effective and evidence-based instructional models, and strategies for sustaining improvement efforts;
- Community and school leadership and engagement, which would include expertise on internal and external communication, and effective leadership strategies.

At the time of this application, districts were not prepared to commit to adopting one of the four intervention models. Two roadblocks stood in their way. First, LEAs are concerned that having to remove principals who have only recently taken the reins of the schools may set back some of their specific reform agendas. Iowa has a small enough numbers of schools identified that individual examples are significant. These principals appear to be on the cusp with their schools, nearing the tipping point for turnaround. Indeed, this is precisely the case with the principal of George Washington Carver STEM school in Waterloo. This very principal—the one who took the reins, closed the school, revamped it, and reopened it this fall with the new STEM focus—this very principal that is helping a staff, a group of students, and a community through a serious process of transformation—this principal will be have to be removed if the school were required to implement any of the four reform models. However, this principal already has

instituted a dramatic change process, and LEA leaders believe that to remove him at this time could set the school back even further. In light of this, Director Jeffrey has requested a waiver from the provision requiring principal removal in certain circumstances. Iowa and other rural states continue to voice concerns that the four intervention models do not address circumstances unique to rural states, such as replacing half of the educators that live and work in rural school communities. These districts and schools currently are challenged to fill vacancies that occur due to attrition, much less having to fill vacancies due to implementing the turnaround model. Furthermore, closing the only elementary or high school serving a rural community is not an option.

In the event this waiver is not granted, those schools that have relatively new principals (two or fewer years tenure at a school) who are implementing rigorous reform be given two years to continue to improve student learning. This follows Iowa's commitment to collaborative action and using high quality professional development to improve student learning. If after two years they have not demonstrated improvements in student learning, the Race to the Top intervention models would be required in order to continue to receive support. We believe there are no restrictions in the Race to the Top program for delayed implementation of the intervention models.

Second Strand: Learning Supports

Iowa is ready to be one of the first states over the next four years to implement and sustain a comprehensive system of learning supports at every school in order to increase the likelihood that students in poverty have an equal opportunity to succeed K-12 and beyond. The work will begin with schools in LEAs participating in Race to the Top that have significant achievement gaps by income.

Building on the investments the IDE has made in Learning Supports, we will develop an innovative prototype design for such a comprehensive system of learning supports with the intent of markedly improving how our schools address barriers to learning and teaching and re-engage disconnected students. The system will not only enhance coordination of resources, it will reduce redundancy and redeploy resources by weaving together overlapping school and community efforts to reduce behavior problems (including

bullying and other forms of school violence), reduce dropouts and increase graduation rates, close achievement gaps, and better enable students to go on to postsecondary education.

Using a unifying concept, the design unites a full continuum of interventions across six content areas to address barriers to learning and teaching and re-engage disconnected students in classrooms and school-wide. The continuum stresses families and communities as critical partners at all levels and alignment and integration at school, district, regional, and state levels. The continuum focus on three tiers: (1) promoting healthy development and preventing problems (core), (2) intervening as early after onset of a problem as is feasible (supplemental), and (3) providing for those with severe, pervasive, and chronic problems (intensive). The content focus is on six critical overlapping arenas for classroom and school-wide support. These supports encompass the need for creating the right environment for learning and teaching through a cohesive system that provides: (a) classroom-based strategies designed to enhance engagement and re-engage disconnected students, (b) safe, healthy and caring learning environments, (c) community partnerships, (d) student engagement and involvement, (e) supports for transition, and (f) family supports and involvement.

It is from the development of such a comprehensive system of learning supports that an increasingly safe and nurturing school climate and culture emerges. And, it is by coalescing all student and learning support resources into a primary school improvement component that schools are better positioned to play a greater role in strengthening students and their families and neighborhoods and to become the heart of their communities.

Third Strand: Racial Equity

In addition, we will house our focused efforts to eliminate achievement gaps among subgroups of students in the CCI on Intensive School Support. In terms of overcoming racial achievement gaps, Iowa is a unique place to engage this work. As a state, we have upheld a historic commitment to fiscal equity (Iowa scored an A- (89.8) on funding equity in the 2010 Education Week Quality Counts Report), so we have an equitable base from which to engage our work to overcome achievement gaps. We also have more

experienced teachers in schools serving higher proportions of students of color. Yet, we are recognizing that our strategies to overcome racial achievement gaps have not cracked the patterns. To date, our strategy for improving education has focused on improving the capacity of the system overall and strengthening teacher pedagogy through programs such as Cognitively Guided Instruction in mathematics or Second Chance Reading. While we can demonstrate that our investments in these initiatives have raised achievement of all subgroups, they have not significantly reduced achievement gaps. What we are recognizing through our analyses of data and the work underway in identifying disproportionate representation (such as in special education identification or disciplinary actions), our focus on improving instruction in reading and mathematics has not led us to address as a system the issues of race and culture that undergird racial disparities in reading and mathematics.

While minority enrollment across the state increased from five and a half percent a decade ago to fifteen and a half percent in 2008, eighty-four and a half percent of Iowa students are white. Though some of our participating schools and rural communities are majority-minority, overall as a system, our demographics require us to parse out race in a predominantly white context. Our Race to the Top plans include a concerted statewide initiative in the CCI for Intensive School Support to develop a collaboration among participating districts, and AEAs, the Department of Education, and other child serving agencies to develop critical cultural competence and to identify and address necessary systemic changes related to race. In these ways, we believe the rest of the nation can learn from our earnest approach to overcoming racial disparities in a majority white context.

Overall Strategy: Leadership Support

As we have learned for our collaborative work on leadership with the Wallace foundation, Harvard University, and our statewide associations has demonstrated, the instructional focus and climate of a school are critical factors for success. Through the state's Race to the Top funds, one of the activities our subgrantees (those schools with the greatest gaps between the achievement of their students of color and their white students and their students in poverty and their students not in poverty and by the persistently lowest-achieving schools) can choose is participation in the School Administration Management (SAM) initiative (See Appendix E, page 23).

SAM is a national model funded by the Wallace Foundation that provides an administrative manager to a school in order to free up time for principals to serve as an instructional leader. Further, all of our coaching will include specific supports and learning networks among administrators.

Evaluation and learning from intervention models

Iowa will be supporting its initially defined lowest achieving schools for the full four years of Race to the Top. It is important that the state have a well-defined plan for evaluating the effectiveness of these models, as well as being in a position to disseminate key interim and summative findings from the interventions. An external evaluator will be contracted to provide these services.

LEA role

While the IDE retains authority to intervene in Iowa's lowest-achieving schools, participating LEAs will be the ones to carry out the processes required to select which of the four intervention models to use. The IDE will provide Race to the Top subgrants to participating LEAs to use in each school for teacher professional development, after school and/or summer learning, and/or a School Administration Manager. The choice of how to use these subgrants will be at the discretion of the LEA. The subgrant amount will range from \$50,000 to \$230,000 per school per year, depending on building enrollment, model implemented, and number of participating schools.

If districts wish to receive a subgrant for under the state's Race to the Top plan they must agree to implement one of the four implementation models identified in Race to the Top.

Timeline

Year 1

- Schools identified as low-achieving will be assigned a Turnaround Coach, who will perform the audit phase of the SINA process.
- The coach and team of experts will recommend to the LEA one of the four turnaround strategies for the school.
- The LEA will initiate the turnaround strategy in its low-achieving school(s).
- Schools will determine how to allocate their subgrants (teacher professional development; after school and/or summer learning; and/or a SAM).
- The Turnaround Coach will provide ongoing support for data analysis, helping schools to study the impact of professional development and instructional changes on student learning; identification of new teaching strategies; and other information to the new school principal and staff in needed areas.
- The evaluator of the school turnaround process will be hired by the state and begin initial data collection and analysis to identify best practices.

Year 2

- LEAs with any new Tier II schools added to the list of persistently low-achieving schools will receive subgrants and determine how to allocate those subgrants (teacher professional development; after school and/or summer learning; and/or a SAM). LEAs already receiving subgrants can re-allocate their use among these options.
- Turnaround coaches will provide ongoing support for data analysis, helping schools to study the impact of professional development and instructional changes on student learning; identification of new teaching strategies; and other information to the new school principal and staff in needed areas.

Years 3-4

- LEAs may re-allocate the way they use subgrants for persistently low-achieving schools among the options for appropriate use (teacher professional development; after school and/or summer learning; and/or a SAM).
- Turnaround coaches will provide ongoing support for data analysis, helping schools to study the impact of professional development and instructional changes on student learning; identification of new teaching strategies; and other information to the new school principal and staff in needed areas.

Evidence

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
Iowa Support System for Schools in Need of Assistance	320 schools served through academic year 2008-2009*	Twenty-seven schools** have come off the SINA list since 2004-2005 because they made significant achievement gains and are no longer identified as a school in need of assistance. See explanation above about lessons learned.

(Enter text here.)

* This represents a cumulative total number of schools that were added to the SINA list each academic year. A few schools may have come off the list in one year and then gone back on the list in a subsequent year. Such schools would be counted as having received assistance more than once.

** This represents a cumulative total number of schools that were removed to the SINA list each academic year. A few schools may have come off the list in one year, gone back on the list in a subsequent year, and then come off the list again. Such schools would be counted as having received assistance more than once.

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	NA	17	4	4	4

The four intervention models are new, so we do not currently have schools identified as implementing one of them. During the next academic year, all six of our Tier I schools (with support from the School Improvement Grants) and seven of our twenty-nine Tier II schools (through subgrant support from Race to the Top), will implement one of the four models. We believe the state will be able to support an additional four schools per year through our state Intensive School Support work.

Each school is eligible to receive support for up to three years.

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary,

secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

Iowa increased the total state support for education, including K-12 and postsecondary, from fiscal year 08 to fiscal year 09. In addition, the percentage of the total state budget that went to education increased.

<u>FY</u>	<u>Education Budget</u>	<u>Total State Budget</u>	<u>% of Total State Budget for Education</u>
08	\$3,146,815,252	\$5,856,300,000	53.73%
09	\$3,343,305,713	\$6,133,100,000	54.51%

(ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

Iowa's school funding formula is one of the most equitable in the nation. Iowa Code Chapter 257 is the chapter of Iowa law that defines the formula. This chapter establishes a per pupil funding amount that is consistent to all schools and is based on funding allocated divided by certified annual enrollment. The state per pupil funding amounts for the following years were as follows: FY08 - \$5,333; FY09 - \$5,546, and FY10 - \$5,768. Details on the formula can be found in Appendix F.

This formula has been road-tested over time. Several attempts have been made to test the equitability of the formula in the court system and all have failed. The formula includes provisions for annual allowable growth per year, which ensures that local budgets keep up with increased costs of delivering programming. The formula also includes provisions to ensure that additional funds are available to populations in need and for which programming costs are higher than for the general student population. IC 257.9 & .10 set out additional designated funding for students served by IDEA programming and for students in grades K-3 who struggle with reading and math (early intervention funds).

Additionally, IC 257.11 includes provisions for supplemental weighting of certain students in order to generate additional funds on top of the state per pupil amount. Included on that list are at-risk and alternative schools students. One possible criterion for defining at-risk students is high-poverty. Other areas of supplemental weighting include regional and career academies and district-to-community college course sharing. IC 280.4 includes language that provides additional formula weighting for Limited English proficient students.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.

The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

Overview and Current Status

Providing students and their families with choices and options in order to access the best possible education is a top priority for Iowa. The State has long provided LEAs and their schools with the opportunity and flexibility to introduce innovative efforts to meet their needs and improve their outcomes. In turn, Iowa's open enrollment law provides families with optimum choice in selecting schools that best serve their needs.

Charter schools are one of several ways in which Iowa has created a climate for successful, innovative schools. The Iowa General Assembly passed the state's charter law in 2002. Under that law, the State Board of Education could approve up to twenty charter school applications, with not more than one per school district.

The Iowa legislature passed Senate File 2033 (See appendix E, page 1) on January 15, 2010 and the Governor signed it into law on the same day. SF 2033 strengthened Iowa's charter school law and allowed for innovation by:

- Removing the current cap of twenty charter school applications
- Lifting the limit of only one charter school per district
- Ending the sunset provision on Iowa's charter law
- Allowing two or more districts collaborating with an AEA to establish an innovation zone.

School-centered governance, autonomy, and a clear purpose and design for how and what students will learn are the essential characteristics of Iowa's charter schools. At the center of the charter is a clear statement of mission, goals, philosophy, values, and principles that serve to guide the creation and operation of the learning environment.

Iowa's charter schools must implement innovative strategies and proven methods for improving student achievement which are developed around local academic content standards and based on effective, research-based methods and strategies.

Each successful innovative learning environment under Iowa’s charter school law embodies a comprehensive design for effective school functioning including data-driven instruction, assessment, classroom management, professional development, parental involvement, school management, and a commitment to creating a positive learning climate. This design shall align with the school’s curriculum, technology, and professional development.

The Iowa charter school application requires a description of the school’s design and delineates mutual agreements among the charter developer, the local school board, and other parties regarding such issues as: budget, employment, contracted services, governance, facilities, special education, content standards, curriculum, and assessment of students.

Evidence for (F)(2)(i)

A description of the State’s applicable laws, statutes, regulation or other relevant legal documents.

- Approval Process: Under state law (Iowa Code 256F.1(3)) a charter school may be approved in order to accomplish the following: improve student learning; increase learning opportunities for students; encourage the use of different and innovative methods of teaching; require the measurement of learning outcomes and create different and innovative forms of measuring outcomes; establish new forms of accountability for schools; and create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.
- Monitoring: The monitoring of charter schools in fulfilling their agreement with the state is an important aspect of their success. In Iowa, the state board of education provides for the ongoing review of a charter contract, and periodic reviews are conducted by the department to ensure continuing compliance. (256F.6(3)) All charter schools receive an annual on-site visit by the Iowa Department of Education, and additional technical assistance visits are available by request.

- Accountability: Accountability and transparency are important factors in monitoring the success of charter schools. In Iowa, charter schools are required to report, at least annually, to the LEA school board, their advisory council, and the state board of education (Iowa Code 256F.10). In addition, the state board of education submits a comprehensive report to the legislature each year which contains the mission statement for each charter school in Iowa, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, the number and qualifications of teachers and administrators, and number of and comments on supervisory visits by the department of education. All reports are public documents.
- Reauthorization: At the end of the initial four-year contract for a charter school in Iowa, the LEA school board that established the charter school may act to renew the contract (Iowa Code 256F). The school board must hold a public hearing on the issue and submit to the department confirmation that a majority of the board voted in favor of the renewal.
- Closing Charter Schools: Charter schools are held accountable in Iowa and can face the revocation or non-renewal of the contract if (Iowa Code 256F.8):
 - The charter school fails to abide by and meet the provisions set forth in the contract, including their educational goals;
 - The school fails to comply with all applicable law;
 - The school fails to meet generally accepted public sector accounting principles; or
 - There exists one or more other grounds for revocation as specified in the contract.

The revocation or non-renewal of a charter can take place in one of three ways:

- The LEA school board considering the contract with its charter school may vote on such action after notifying the advisory council, families, and the teachers and administrators employed by the charter school. The decision of a school board to revoke or fail to renew a charter school contract is subject to appeal.
- The state board of education may revoke a charter school contract, after notifying the LEA school board and advisory council in writing of the grounds for the proposed action.

- A charter school may voluntarily revoke its charter school contract by giving notice to the school board, the advisory council, and the state department of its intent to cease to exist as a charter school for the immediate successive school year.

The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.

In 2002, the Iowa General Assembly set a cap of ten charter schools. The law was revised in 2008 to increase the cap to twenty charter schools. The law was further revised in 2010 to remove the cap on the number of charter schools, as well as lift the limit of one charter school per district.

A total of seven charter schools currently operate in Iowa, which represents one-half of one percent of the 1,389 elementary, middle school, junior high, and high school buildings in the state during the 2008-09 school year.

The number and types of charter schools currently operating in the State.

The following is a list of all charter schools currently operating in Iowa:

Iowa Central Charter School (11-12th Grade)

Southeast Webster Community School District
P.O. Box 49 30850 Paragon Avenue
Burnside, Iowa 50521-0049
515-359-2235
Administrator: Mike Jorgenson

Storm Lake/Iowa Central/Buena Vista Early College Charter High School (9-12th Grade)

Storm Lake Community School District
P.O. Box 638
Storm Lake, Iowa 50588-0638
Administrator: Michael J. Hanna

Elma Elementary Charter School (K -6th Grade)

Howard-Winneshiek Community School District

P.O. Box 56 120 West Jackson
Elma, Iowa 52155
Administrator: Robert Hughes

Northeast Iowa Charter High School (9-12th Grade)

West Central Community School District
P.O. Box 54
Maynard, Iowa 50655-0054
563-637-2283
Administrator: Jim Patera

Prescott Elementary School (9-12th Grade)

Dubuque Community School District
1151 White Street
Dubuque, Iowa 52001

563-552-4200
Administrator: Christine McCarron

Panorama Charter School (9-12th Grade)
Panorama Community School District
701 West Main- P.O. Box 39
Panora, Iowa 50216
641-755-2317
Administrator: Mark Johnson

Sigourney Community School District
107 W. Marion
Sigourney, IA 51591
641-622-2025
Administrator: Jason Munn

**eSigourney Entrepreneurial Academy for
Leadership (7-12th Grade)**

(F)(3) Demonstrating other significant reform conditions *(5 points)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

I. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). *(15 points, all or nothing)*

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

Iowa, like most states, recently launched a statewide science, technology, engineering, mathematics (STEM) education initiative. Unlike other states, however, Iowa's STEM education initiative is a cradle-to-grave continuum of learning to grow and fortify the mindsets of globe-leading 21st century citizens. STEM is key to Iowa's economic sustainability in this transitioning economy, as we harness wind energy, manufacture DNA, and engage in bio-nutraceuticals research and manufacturing. Corporations like Rockwell-Collins are investing heavily in and partnering to prepare Iowa's young people for the STEM fields.

Indeed, an amalgam of programs spanning the private and public stakeholder spectrum promote STEM in Iowa. *All are unified by the Iowa Core*, prominently featuring the concepts and skills essential to thrive in our increasingly knowledge-based society. The state's business and industry sector, pre-K-12 schools, community colleges, private and public universities, local and state governments, informal learning centers, and clubs such as Girl Scouts and 4-H all share in the STEM education mission. A charge to build cooperation and collaboration among entities was issued in 2008 to the state-funded Iowa Mathematics and Science Education Partnership.

Iowa Mathematics and Science Education Partnership. Established through funding by the Iowa Department of Education in 2008, the Iowa Mathematics and Science Education Partnership (IMSEP) is a collaboration of Iowa's three public universities led by the University of Northern Iowa, consisting of core projects designed to invigorate the PreK-12 curriculum, to recruit talented majors to high school and community college science and math teaching, and to update current teachers with the real world applications of their disciplines. In addition, an array of competitively-funded projects spread across the Regent universities, all centered on improving Pre-K through 12 and post-secondary mathematics and science, contribute to an infrastructure for coordination and leadership. Summits with spin-off action plans, reports that spawn policy advisories, and grant proposals to leverage the state's investment, also characterize the IMSEP. The business community in Iowa is deeply committed to supporting STEM education, as many of the projects that follow attest. All told, over 150 affiliates and contributors representing a vast network—including private and community colleges, businesses and industry, governmental and nongovernmental organizations, and formal and informal education institutions—now contribute to the IMSEP. The initiative's three goals are: 1) To improve mathematics and science performance of Iowa students; 2) To prepare more high quality mathematics and science teachers for Iowa's schools; and 3) To promote statewide collaboration and cooperation.

Highlights of some of Iowa's STEM initiatives, including future directions and references to embedded examples throughout this Race to the Top proposal, follow.

4-H: In Iowa, 4-H is addressing the state's critical needs in science, engineering, and technology through the statewide program E-SET (Extension Science, Engineering, and Technology) which provides youth with access to university scientists and other professional volunteers who introduce youth to the wonders of STEM through programs and outreach.

Every Learner Inquires: Assist Iowa's AEAs, schools, and districts in building the capacity to implement an effective K-12 science education program using inquiry-based instructional strategies as outlined in the National Science Education Standards.

Every Student Counts: Improve achievement of K -12 students in mathematics and build learning communities engaged in the study of mathematics, mathematics instruction, and student achievement in mathematics through effective implementation of Iowa's Professional Development Model.

F.I.R.S.T. Lego League, Tech Challenge, and Robotics: Mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

Hyperstream, by technology association of Iowa: Gives you the inside edge on how technology is overtaking the world and how you can join the revolution. Add your thoughts, build a Wiki, win prizes, play games, and check out amazing Iowa tech opportunities.

I-JAG (Iowa Jobs for America's Youth): provides an effective strategy to strengthen the secondary education systems by serving youth needing additional assistance in completing a secondary education, pursuing post-secondary education or training, and/or entering the workforce in a quality job leading to a career.

Iowa Academy of Science: Furthers science education (among other functions), through many programs and activities including camps, award programs, public seminars, curricula, workshops, and more.

Iowa Math and Science Coalition conducts annual Student STEM Summit.

Museum Directors of Iowa: In 2009, 25 museum directors from across the state came together to discuss informal education opportunities for students. They recognized that their deep content knowledge and passion for their subject matter was failing to ignite student interest.

Museum directors engaged in a five-part seminar on effective instruction that included teaching for understanding, teaching for learner differences, student-centered teaching, rigor and relevance, and assessment. The museum directors have pledged to meet again in spring of 2010 to discuss lessons learned and implementation challenges, and to continue to refine their instructional strategies.

Project Lead The Way. Iowa just won the nationwide Iowa 2009 Excellence in Education Award from project lead the way: Partners with middle schools and high schools to provide a rigorous, relevant STEM education. Through an engaging, hands-on curriculum, PLTW encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

Science Education Mobile Inquiry (SEMI) from the Iowa Biotech Association. A world-class mobile biotechnology laboratory; the only one in Iowa and the midwest; a cutting-edge instructional tool, and a partnership between business, education, and communities.

Science Center of Iowa: The Science Center of Iowa is a center devoted to lifelong learning featuring six dynamic experience platforms and where visitors can explore and experiment.

The STEM Equity Pipeline Project: Build the capacity of the formal education community to provide high quality professional development on gender equity in STEM education and to institutionalize the implemented strategies by connecting the outcomes to existing accountability systems while broadening the commitment to gender equity in STEM education.

Workplace Learning Connection: Develop Iowa's future workforce by connecting business and education in relevant, work-based learning activities for K-12 students and teachers.

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes *(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the

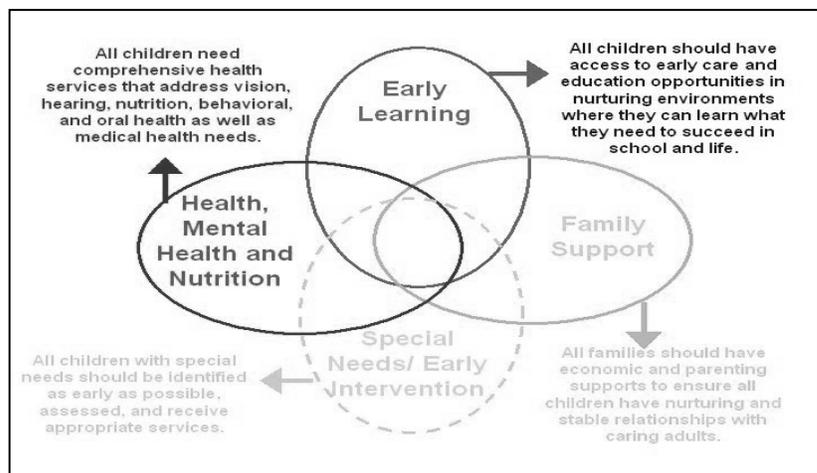
Appendix, note in the narrative the location where the attachments can be found.
Recommended maximum response length, if any: Two pages

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

In 2002, the Early Childhood Iowa Stakeholders, was established to serve as the catalysts in the development of Iowa’s early care, health, and education system. This group developed the result areas, defined the indicators, and began to construct goals and strategies for a comprehensive early care, health, and education system. The momentum created from the initial Smart Start Grant and continued through a Health Resources and Services Administration planning grant has allowed Iowa to plan and begin to implement a comprehensive system which draws from the commitments of state agencies and public and private stakeholders across the state. These stakeholders are diligently working to create a strategic plan that addresses the needs of young children, including children with special needs, within five result areas: Healthy Children, Children Ready to Succeed in School, Secure and Nurturing Families, Safe and Supportive Communities, and Secure and Nurturing Child Care Environments.

Early Childhood Iowa (ECI), a collaborative and comprehensive partnership born of these developments, focuses on the integration of an early care, health and education system in Iowa to improve outcomes for children and has developed the Early Childhood Iowa System Framework. This framework (below) supports the efforts of local and state level partners to coordinate, collaborate and integrate efforts that will lead to healthy and successful children around the five results areas above. ECI brings together system-building projects such as the Early Childhood Comprehensive System project, Community Empowerment, state agencies and other non-governmental partners that support the implementation of a comprehensive, integrated early care, health and education system.

Iowa developed and implemented in 2004 the Iowa Quality Preschool Program Standards (IQPPS) in early care and education programs across the state including Iowa’s universal preschool program



districts and their community-based preschool partners. The Department of Education (DE) developed the IQPPS to increase the quality of all preschool programs including preschool settings for children ages 3 and 4 on IEPs. The IQPPS is comprised of the ten NAEYC standards as well as criteria that operationalize the standards. The standards include: Relationships, Curriculum, Teaching, Assessment of Child Progress, Health, Teachers, Families, Community Relationships, Physical Environment, and Leadership and Management.

In 2006, Iowa adopted comprehensive child standards, the Iowa Early Learning Standards (IELS) , addressing all areas of development for young children including social, emotional, approaches to learning, physical well being and development, language, literacy, and communication, science, mathematics, and the creative arts. To ensure that the standards reflected the most current knowledge base regarding early childhood development and learning outreach activities were planned both of which contributed significantly to the development of the standards. The IELS are aligned with the Head Start Outcomes and Iowa Core Essential Concepts and Skills as well as research and evidence-based curricula and assessment such as High Scope and the Creative Curriculum.

Iowa's universal preschool program and programs serving children in early childhood special education are required to implement the IELS. Early childhood specialists located in each Area Education Agency as well as the state's Child Care Resource and Referral system provide training on these child standards in Iowa's effort to develop great teachers and child care providers and the state Quality Rating and Improvement System (QIRS) recognizes the IELS as an important component of professional development.

With the initiation of universal preschool (Statewide Voluntary Preschool Program for Four-Year-Old Children) in 2007, legislators required these programs and early childhood settings serving preschool children on IEPs to implement one of three program standards – IQPPS, NAEYC, or Head Start Program Performance Standards. Currently, Iowa is working on developing and field testing Infant/ Toddler Program Standards to improve the quality of care and education of infants and toddler.

Our state has a long history of comprehensive data systems. The Basic Educational Data System (BEDS) collects information about the number of children in targeted preschool programs, full day kindergarten, as well as the qualifications of teachers. In addition, a component of this system (EASIER) provides consistent unique student identification numbers

for children in pre-kindergarten programs through 12th grade allowing the state to track student progress over time. Students receiving special education services are included in EASIER while additional information related to special education services is collected in the Information and Management System. In both systems each student has one common unique identifier. Students in the universal preschool program are identified as attending the preschool program and linked to one of the three sets of program standards (IQPPS, Head Start, or NAEYC). Recently unique building codes for Iowa's universal preschool were added to the data system thus allowing the DE to understand the implications of a universal preschool program using a mixed service delivery model (not all classrooms are located in a school). In 2005 Iowa implemented the developmentally appropriate Kindergarten Literacy Assessment. This information is reported in EASIER thus each student and building is identified.

Districts are required to collect:

- An assessment measuring phonemic awareness such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Department of Education;
- Collect information including preschool attendance, and demographic factors; and
- Report the results of the assessment and preschool information to the Department of Education.

The Department has initiated, in collaboration with the Iowa Head Start Association and the state-based Head Start Training/Technical Assistance system, plans for a February 2010 summit on transition. The goal of the summit will be to develop an agreed-on set of transition practices that are based on strong collaborative relationships between early childhood programs and school districts or within school districts. The goal of these transition practices will be to ensure the benefits of early childhood education are continued through early elementary school and to promote parents involvement in their child's education (a research-based predictor of school success) as he or she moves from an early childhood program into elementary school.

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems (*not scored*)

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student

health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

As part of Iowa's application for the US Department of Education's Statewide Longitudinal Data System Recovery Act grants, there are plans to expand the data sets in Iowa's SLDS portal, EdInsight, to include:

- Teacher data which are already populated in an eScholar template within EdInsight for use in district equity reviews per Title VI of the Civil Right Act of 1964. The review requires data on race/ethnicity of school personnel per classification per building per district. While loading these data and making them operational for the equity report was a major step, several structural barriers remain before teacher data can be linked to students and their achievement data even though all three data sets currently exist in EdInsight.
- Finance data will be added to EdInsight using the 2009 IES grant funding beginning in 2010. A RFP is in the process of being written to develop business requirements for reports based on the finance data available through the state of Iowa Departments of Management, Revenue, and Education.
- Additional assessments will be included in EdInsight. ITP is under contract as part of the 2009 IES grant to develop an end of course assessment report for EdInsight that corresponds to the end of course assessment students will take as part of the new Iowa Core Curriculum Initiative. ITP researchers, in conjunction with The University of Iowa, are also providing psychometric support for other report designs, as well. There are plans to include other vendor assessments in EdInsight, also. Potentially Dynamic Indicators of Basic Early

Literacy (DIBELS) data are scheduled to be included because it supports early development inquiry, but adding third party assessment data to EdInsight means committing long term to an ongoing cost which could become a maintenance issue later.

- P-12 transcript data will be collected as part of the Electronic Transcript and Student Record Exchange Project and will be added to EdInsight and will be discussed in that section.
- The Division of Community Colleges and Workforce Preparation within the IDE collects data from Iowa's 15 community colleges and is willing to incorporate that data into EdInsight. Unfortunately, the willingness of those involved was not enough to finance the integration in these lean budget times. Further, after review, it was ascertained that the process will require more technical engineering to make the division's system interoperable with P-12 data and that additional validation capabilities would be needed to ensure that the community college data are accurate and reliable when used for decision making.
- Disaster mitigation data will be collected. The Iowa Transcript Repository component of the electronic transcript system will provide IDE data to contribute to the enterprise. Further, two area education agencies (AEAs 10 and 11) are in the process of constructing data bunkers – physical structures designed to withstand natural disasters. All that remains to begin implementation in this area is the releases of the National Center for Education Statistics (NCES) monograph for protocol.
- Four states in the Midwest will create a mechanism for searching the student identifier databases in partner states to locate students they have “lost” and have been reported as dropouts. Missouri, Iowa, Nebraska and Kansas each have purchased the license to the eScholar UniqID product. Over the past seven years, these states have assigned student identifiers to all their K-12 students, none of which are duplicated within or between the states that use the eScholar product. The long-term goal is to track all students who move between states to provide a longitudinal inter-state education record.
- Information Management System (IMS), one of the data sets in EdInsight, includes statewide special education data.

Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment (*not scored*)

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

Iowa is fortunate in that Iowa Code and Administrative Rules, as well as Iowa's culture of collaboration, support a seamless system of education. The Iowa Department of Education (IDE) acts in a policymaking and advisory capacity and exercises general supervision over the state system of education (IC 256.1). This includes not only public elementary and secondary schools (including those under the control of the department of human services), but also community colleges, area education agencies, vocational rehabilitation, nonpublic schools to the extent necessary for compliance with Iowa school laws (IC 256.1). Additionally, Iowa Code requires IDE to stimulate and encourage educational radio and television (e.g., Iowa Public Television (IPTV)), improve library services to all citizens, and foster development and cooperation among libraries (IC 256.1). Further, the State Board of Education is authorized by law to prescribe standards and procedures for the approval of practitioner preparation programs and professional development programs and by area education agencies (IC 256.7).

The Iowa Core was established for school districts to begin the transition to a competency-based system, but Iowa's systems approach means that it necessarily impacts all parts of the system. Thus, the Iowa Core was developed in collaboration with stakeholders from across the

system, including early childhood and higher education. Collaboration with early childhood allowed the learning standards for state-funded voluntary pre-school for all four-year-olds to be aligned with the Iowa Core. Collaboration with higher education allowed for alignment with community colleges and the Regents (Iowa State, The University of Iowa, the University of Northern Iowa).

Iowa's rural nature requires the system to work together to ensure alignment and to ensure all students have access to opportunities throughout the state. For example, Standards for Area Educational Agencies (AEAs) require community input/support and AEAs are tied into all school district work to ensure the same opportunities are available to all. Additionally, community colleges have established campuses outside of the main areas; offer courses at high school sites; offer a number of web-based courses, and offer Advanced Placement online free of charge to all. A significant number of Iowa high school students (33,000 in 2008-09) enroll in college or shared classes; and four-year colleges are required to maintain an articulated course website (www.transferiniowa.org) to provide transparency for students as to how their credits will transfer.

Iowa provides for statewide coordination across multiple agencies including child welfare, juvenile justice, human rights, and workforce development, to ensure students, especially high-needs students, have access to the full array of opportunities and services available that are beyond the school's capacity. The Director or her designee sit on multiple committees, including the Chief Justice's Children's Justice Council.

There is statewide coordination across agencies for juvenile justice, as well as a Iowa Youth Steering Committee to increase graduation rates and lower drop out rates. Additionally, Iowa has had a Coordination Council for Youth and Families (which includes juvenile justice, child welfare, and others) for more than a decade. The Coordination Council for Youth and Families is well-established and was put into statute.

Iowa invests in a Children's Youth Survey, administered by the Department of Health every three years. The survey, which provides information on youth attitudes and behaviors, is used by multiple agencies and the information it provides is reported in the state's Condition of Education report and used in each district's school improvement plan.

Iowa's Governor has emphasized workforce development as a priority area for the state. Workforce development sets priorities for the state, and IDE considers these priorities as it

approves and aligns programs to grow the state economically. For many years, a state priority has been the development of the STEM fields. This focus is reinforced by a statewide STEM project and the Iowa Math and Science Education Partnership.

The state supports career assistance to attend to the transitions from grade 8 to high school, from high school to college (community colleges and four-year colleges), and into the workforce. Community colleges work directly with vocational rehabilitation to ensure transition for adults.

One of Iowa's most exciting coordination projects has been Project Lead the Way. Project Lead the Way was designed to engage high school students so they can move right into community college or a four-year college. Project Lead the Way began with a focus on pre-engineering or intro courses for engineers. The project has expanded to biosciences and, most recently, to agriculture. Iowa seeks to expand this project and its many successes.

Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning
(not scored)

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

As the workplace becomes more sophisticated and the world becomes smaller, Iowa high schools are challenged to equip their students with the knowledge and skills necessary to succeed in this rapidly changing environment. Graduation rates are too low, learners continue to struggle, and the development of the Iowa Core promises to assist in better preparing our youth - not just to become employed, but also to be informed, concerned and productive citizens.

As early as 2001, Iowa began the journey toward High School Reform with the Urban Education Network's "Redefinition of High School: A Vision for Iowa." Since then, the State Board of Iowa, and the Governor's Office added to the process. The Iowa Department of Education (DE) kicked off an intensive effort to address Iowa High Schools with its publication "Improving Rigor and Relevance in the High School Curriculum" (2005). The Iowa Core Curriculum now serves as the primary vehicle through which schools are engaging in reform efforts.

Research shows that high expectations are a critical ingredient in improving student performance and ensuring student success beyond high school. The Iowa Core Curriculum provides a guide to delivering challenging and meaningful content to students that prepares them for success in life. The Iowa Core Curriculum identifies essential concepts and skills for kindergarten through 12th grade in literacy, mathematics, science, social studies, and 21st century skills. It also includes direction for teachers regarding effective instruction and assessment. It takes learning to a deeper level by moving students beyond superficial knowledge to deep conceptual and procedural knowledge. It also enhances student engagement by emphasizing interesting, robust, and relevant learning experiences.

The Iowa High School Project, jointly supported by the Iowa Department of Education and the International Center for the Leadership in Education (ICLE), has been a unique opportunity for Iowa high schools to access support to assist in high school reform efforts. Fifty-seven (57) Iowa high schools voluntarily applied to participate in a three-year support process over the past five years. Schools entered the project in staggered cadres. Participants focused on growing their respective improvement and reform efforts with a concentration on struggling learners within the rigor and relevance framework. Findings from the ICLE suggest that a directed focus on struggling learners have a far-reaching positive impact on the overall effectiveness to improve teaching and learning in high schools.

Schools participating in the Iowa High School Project are representative of our state, including urban, suburban, small city, and rural sites. These schools demonstrate sound initial efforts and the potential to substantially expand and grow positive reform to all learners in their respective settings. Supports to selected schools included, but were not limited to the following:

- membership in the Successful Practices Network (SPN)
- web- based supports
- national consultation assistance
- print and on-line resources
- regional trainings
- team attendance at a Model Schools Conference
- participation in ICLE research efforts
- ongoing customized supports to meet the unique needs of the individual building sites

Support from the Iowa Area Education Agencies (AEAs) is integral in the ongoing success of the project. Project efforts blended resource expertise from the Department of Education, the ICLE, the SPN, and Iowa's AEAs to meet the ongoing needs of the identified schools in the project. AEAs assisted schools in the project with consultation, support and expertise, while simultaneously participating as members of the learning communities in the participating sites.

In the 2009-2010 academic year, Iowa has identified 10 to 12 high schools that have maintained and are exhibiting rapid improvement in high school reform efforts with a specific focus on the improvement of achievement of struggling learners (those students with IEPs and others who are not experiencing success in school). These schools have been identified as Iowa's Rapidly Improving Schools (IRIS).

IRIS sites have committed to:

- Work from a clear and specific focus on improving the success of struggling learners
- Use the Learning Criteria to frame data collection in ongoing school improvement efforts
- Identify a leadership team to attend regional workshops and share efforts with others
- Link efforts to the Iowa Core
- Frame professional development focused on the improvement of instruction
- Use a systems approach to establish and maintain a culture and climate that supports the learning for each and every student

With the support of resources through Race to the Top Iowa will continue to provide direct and supplemental support to the development and identification of conditions and schools that create flexibility and autonomy for reform, innovation and improved learning.

BUDGET
(Evidence for selection criterion (A)(2)(i)(d))
Budget Part I: Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	4,180,926	4,477,334	4,611,654	3,955,071	17,224,984
2. Fringe Benefits	1,330,328	1,370,238	1,411,345	1,250,369	5,362,280
3. Travel	429,210	454,446	468,080	441,790	1,793,526
4. Equipment	776,860	304,018	302,279	109,411	1,492,569
5. Supplies	35,000	36,050	37,132	6,556	114,738
6. Contractual	12,899,417	12,884,587	13,390,184	13,354,542	52,528,729
7. Training Stipends	258,750	266,513	274,508	282,743	1,082,513
8. Other	60,000	61,800	63,654	65,564	251,018
9. Total Direct Costs (lines 1-8)	19,970,491	19,854,985	20,558,836	19,466,046	79,850,357
10. Indirect Costs*	844,520	860,243	891,288	851,692	3,447,743
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	4,420,866	5,506,366	7,030,251	5,997,033	22,954,516
13. Total Costs (lines 9-12)	25,235,876	26,221,594	28,480,375	26,314,770	106,252,615
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	26,563,154	26,563,154	26,563,154	26,563,154	106,252,615
15. Total Budget (lines 13-14)	51,799,030	52,784,748	55,043,529	52,877,924	212,505,231

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

- (A) State Success Factors; \$20,879,016
 - a. Race to the Top Project Management and Program Development; \$10,182,503
 - b. Center for Collaborative Inquiry on Competency-Based Education; \$ 8,176,355
 - c. Supplement to Implementing the Iowa Core, \$1,580,558
 - d. Center Collaboration, Stakeholder Engagement, and Reporting Results; \$ 939,600

- (B) Standards and Assessments; \$28,467,850
 - a. Center for Collaborative Inquiry on Balanced Assessment Systems; \$7,612,051
 - b. MOSAIC; \$12,120,386
 - c. Iowa Core Assessment; \$8,735,413

- (C) Data Systems; \$12,623,876
 - a. Center for Collaborative Inquiry on Responsive Data Platforms; \$4,201,412
 - b. SLDS; \$6,238,611
 - c. MOSAIC Platform; \$1,091,927
 - d. Iowa Core Assessment Platform; \$1,091,927

- (D) Great Teachers and Leaders; \$28,754,253
 - a. Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support; \$7,659,012
 - b. Assessment *for* Learning; \$3,080,543
 - c. Pay-for-Performance and Career Ladder Pilots; \$4,183,627
 - d. Teacher Quality Partnership; \$10,919,266
 - e. Talent to Teach; \$2,911,806

- (E) Turning Around Persistently Lowest Achieving Schools; \$15,529,057
 - a. Center for Collaborative Inquiry on Intensive Support to Schools; \$11,167,405
 - b. Overcoming achievement gaps by poverty through Learning Supports; \$2,398,804
 - c. Overcoming racial achievement gaps—A Collaborative, \$1,961,410

TOTAL: 212,508,106

(F) STATE SUCCESS FACTORS SUMMARY BUDGET

Budget Part II: Project-Level Budget Table - Combined Project Name: State Success Factors Associated with Criteria: (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	1,137,250	1,171,368	1,206,509	1,242,704	4,757,830
2. Fringe Benefits	321,578	331,225	341,162	351,396	1,345,360
3. Travel	90,500	93,215	96,011	98,892	378,618
4. Equipment	103,740	24,502	31,992	32,246	192,480
5. Supplies	6,000	6,180	6,365	6,556	25,102
6. Contractual	1,960,000	2,257,900	2,497,537	2,664,963	9,380,400
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	3,619,068	3,884,390	4,179,576	4,396,757	16,079,791
10. Indirect Costs*	154,674	169,835	182,494	192,039	699,042
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	803,866	815,866	1,227,866	1,252,586	4,100,184
13. Total Costs (lines 9-12)	4,577,608	4,870,091	5,589,936	5,841,382	20,879,016

Budget Part II: Project-Level Budget Table					
Project Name:		Race to the Top Project Management and Program Development			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	387,000	398,610	410,568	422,885	1,619,064
2. Fringe Benefits	89,000	91,670	94,420	97,253	372,343
3. Travel	25,000	25,750	26,523	27,318	104,591
4. Equipment	24,300	8,343	8,586	8,586	49,815
5. Supplies	2,000	2,060	2,122	2,185	8,367
6. Contractual	1,350,000	1,390,500	1,632,215	1,681,181	6,053,896
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	1,877,300	1,916,933	2,174,434	2,239,409	8,208,076
10. Indirect Costs*	81,532	83,978	95,297	98,156	358,963
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	403,866	403,866	403,866	403,866	1,615,464
13. Total Costs (lines 9-12)	2,362,698	2,404,777	2,673,597	2,741,431	10,182,503

1) Personnel

This office will coordinate all five Centers for Collaborative Inquiry and will provide ongoing support for materials development. For professional development designers, we will recruit one with a background in communication, one with a background in videography, and one with experience in multi-media/distance learning. Subsequent years take into consideration inflation.

By the end of four years, these staff will be on the state payroll.

(A): Race to the Top Project Management and Program Development

1) Personnel

Personnel:	% FTE	Base Salary	Total
Race to the Top Director; 100%;	100%	\$86,250	\$86,250
Three Professional Development Designers	100%	\$83,000	\$249,000
Administrative Assistant; 100%; 51,750	100%	\$51,750	51,750

2) Fringe Benefits

4.4%

3) Travel

The Race to the Top Director will be travelling very frequently, both within Iowa and outside. Travel is based on the typical annual costs for travel of a consultant in a similar position, which is \$10,000. This travel is for national conferences, USED monitoring, professional development, research, technical assistance, and PR.

Each Professional Development Designer is expected to travel half as often as the Director, mostly within Iowa, but also nationally, for \$5,000 per year each. This travel is for national conferences and USED visits, and to capture student and teacher work on video and other media, and to provide professional development and training.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

4) Equipment

The state of Iowa does not have a rigid definition of equipment; they follow the definitions required by grantmakers.

Each staffmember receives a laptop, a docking station, and a Blackberry. Professional Development Designers are provided an extra allotment for equipment in order to purchase necessary video, audio, and presentation equipment.

The major work of the professional development designers is to create material to be used by every center, to document/chronicle the Race to the Top program, and to support educators in using materials created. State of the art equipment is necessary. The IDE does have a new video room; this would supplement existing equipment.

Subsequent years consider inflation and periodic replacement of portable equipment.

Equipment:	Cost of Item	Total
Two laptops and docking stations	\$2,000	\$4,000
Three specialized computers and multi-media equipment	\$5,000	\$15,000
Five Blackberry's and monthly service fees	\$660/year	\$3,300/yr

5) Supplies

In addition to regular office supplies, this office will require instructional and presentation materials. The estimates are based on the average unit expense on supplies within the IDE.

6) Contractual

This office will contract with specialists in implementation science, adaptive leadership, and systems change to help design, develop, and train Center staff and participants. Further, the office will conduct evaluation activities for the Race to the Top program in Iowa, conduct a public relations campaign in the last two years, professional development for staff in the unit, and specialized contractor advice as needed.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Implementation Science, adaptive leadership, systems change	\$1,000,000	\$4,589,627*
Evaluation	\$250,000	\$1,451,907
Professional development, and other contracted services/advice	\$100,000 yrs. 1-2; additional \$100,000 yrs 3-4	\$ 621,363
Public relations campaign (years 2-3)	\$100,000	\$203,000

* Inflation is figured at 3% per year.

10) Indirect Costs

Iowa's indirect cost rate is 4.4% for restricted budget items.

12) Supplemental Funding for Participating LEAs

a) The IDE is providing supplemental funding to participating LEAs to ensure a minimum subgrant of \$130,000 per LEA over four years.

For example:

Activity	Cost	Approx. # of LEAs	Total
Subgrant supplement to bring minimum up to \$130,000 for four years	\$403,866 per year total	45	\$1,615,464

Explain:

- The rationale for the supplement to the subgrant: To give our small, rural districts enough resource to viably participate in Race to the Top.

LEA SUPPLEMENT	
Stanton Community School District	\$ 102,824
Gilbert Community School District	\$ 79,826
Janesville Consolidated School District	\$ 79,159
Woden-Crystal Lake Community School District	\$ 73,372
LuVerne Community School District	\$ 70,367
Ventura Community School District	\$ 69,641
Rockwell-Swaledale Community School District	\$ 61,534
Greene Community School District	\$ 58,993
United Community School District	\$ 58,676
Titonka Consolidated School District	\$ 53,796
Lineville-Clio Community School District	\$ 51,144
Elk Horn-Kimballton Community School District	\$ 50,761
Terril Community School District	\$ 48,131
Earlham Community School District	\$ 46,727
Essex Community School District	\$ 46,116
Northeast Hamilton Community School District	\$ 43,243
Aurelia Community School District	\$ 42,646
Preston Community School District	\$ 41,596
Bennett Community School District	\$ 41,018
Lynnville-Sully Community School District	\$ 38,388
Springville Community School District	\$ 36,097
Harris-Lake Park Community School District	\$ 31,692
Alburnett Community School District	\$ 30,657
Lawton-Bronson Community School District	\$ 30,657
Baxter Community School District	\$ 29,055
Hinton Community School District	\$ 28,465
Marcus-Meriden-Cleghorn Community School District	\$ 26,996
Olin Consolidated School District	\$ 25,596

Graettinger Community School District	\$ 23,946
Hudson Community School District	\$ 23,353
Collins-Maxwell Community School District	\$ 22,620
Allison-Bristow Community School District	\$ 20,112
Madrid Community School District	\$ 19,699
Ruthven-Ayrshire Community School District	\$ 18,016
Gladbrook-Reinbeck Community School District	\$ 16,262
Diagonal Community School District	\$ 12,999
Colo-Nesco Community School District	\$ 12,907
Lisbon Community School District	\$ 12,395
Corwith-Wesley Community School District	\$ 11,047
Glidden-Ralston Community School District	\$ 8,830
Hubbard-Radcliffe Community School District	\$ 5,603
Sheffield-Chapin Meservey-Thornton Community School District	\$ 3,231
North Polk Community School District	\$ 2,899
Clearfield Community School District	\$ 2,855
Keota Community School District	\$ 1,518

13) Total Costs

	Year One	Year Two	Year Three	Year Four	TOTAL
13. Total Costs (lines 9-12)	2,362,698	2,404,777	2,673,597	2,741,431	10,182,503

Budget Part II: Project-Level Budget Table					
Project Name: Center for Collaborative Inquiry on Competency-Based Education					
Associated with Criteria:					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	667,250	687,268	707,886	729,122	2,791,525
2. Fringe Benefits	206,848	213,053	219,445	226,028	865,373
3. Travel	52,000	53,560	55,167	56,822	217,549
4. Equipment	71,460	7,940	14,940	14,940	109,280
5. Supplies	2,000	2,060	2,122	2,185	8,367
6. Contractual	350,000	360,500	371,315	382,454	1,464,269
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	1,349,558	1,324,380	1,370,874	1,411,552	5,456,363
10. Indirect Costs*	56,236	57,923	59,661	61,451	235,272
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	400,000	412,000	824,000	848,720	2,484,720
13. Total Costs (lines 9-12)	1,805,794	1,794,304	2,254,535	2,321,723	8,176,355

(A): Center for Collaborative Inquiry on Competency-Based Education

Inflation is charged at 3% per year.

Personnel

Personnel:	% FTE	Base Salary	Total/Yr

Administrative Consultant	100%	\$86,250	\$86,250
Seven team implementation team members, each with different expertise related to competency-based education, coaching, leadership, and systems thinking or design	100%	\$83,000	\$581,000

Note, a ninth member of the Center team will be hired through contracted services.

The IDE will work to reorganize so that the Center staff will come onto state payroll at the end of four years. AEAs brought into the center and receive staffing must commit to the same.

Fringe Benefits

4.4%

Travel

A lead consultant will travel very frequently, both within Iowa and outside. Travel is based on the typical annual costs for travel of a consultant in a similar position, which is \$10,000. This travel is for national conferences, USED monitoring, professional development, research, technical assistance, and PR.

Each of the other seven staff is expected to travel at a rate of \$6,000 per year, mostly within Iowa, but also nationally. This travel is for national conferences and USED visits, and to work with participating LEAs, AEAs, and other Centers.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Equipment

The state of Iowa does not have a rigid definition of equipment; they follow the definitions required by grantmakers.

Each staffmember receives a laptop, a docking station, and a Blackberry in year one. Subsequent years consider inflation and periodic replacement of portable equipment.

Equipment:	Cost of Item	Total
Eight laptops and docking stations	\$2,000	\$16,000
Eight Blackberry's and monthly service fees	\$660/year	\$5,280/yr

Supplies

In addition to regular office supplies, this office will require instructional and presentation materials. The estimates are based on the average unit expense on supplies within the IDE.

Contractual

The ninth member of this team will be contracted from outside the IDE/AEAs. This office will receive ongoing professional development around implementation science, adaptive leadership, and systems change, and their individual areas of expertise. Staff will take part in national professional associations. Further, the office will conduct professional development with LEAs. This Center specifically will contract with experts on replacement units and other programs already underway to support competency-based promotion of students.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Ninth team member	\$110,000	\$460,199
Professional development, professional associations, and other contracted services/advice	\$ 40,000	\$167,345
Contractors to provide professional development to LEAs	\$110,000	\$460,199
Consultants on replacement units and other competency-based programs	\$200,000	\$ 836,725

* Inflation is figured at 3% per year.

Indirect Costs

Iowa’s indirect cost rate is 4.4% for restricted budget items.

Supplemental Funding for Participating LEAs

The IDE is providing supplemental funding of \$20,000 each to participating LEAs selected to take part in a competency-based pilot in years 1-2. In years 3-4, these 20 LEAs will have the option to stay in the work, and an additional 20 LEAs will join.

<u>Activity</u>	<u>Cost</u>	<u>Approx. # of LEAs</u>	<u>Total</u>
LEA competitive Subgrants Year One	\$20,000 each	20	\$400,000
LEA competitive Subgrants Year Two	\$20,000 each (plus inflation)	20	\$412,000
LEA competitive Subgrants Year Three	\$20,000 each	40	\$848,720
LEA competitive Subgrants Year Four	\$20,000 each (plus inflation)	40	\$874,182

Budget Part II: Project-Level Budget Table					
Project Name:		Supplement to Implementing the Iowa Core			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	83,000	85,490	88,055	90,696	347,241
2. Fringe Benefits	25,730	26,502	27,297	28,116	107,645
3. Travel	13,500	13,905	14,322	14,752	56,479
4. Equipment	5,980	1,980	6,159	6,344	20,464
5. Supplies	2,000	2,060	2,122	2,185	8,367
6. Contractual	232,000	239,960	247,159	255,493	974,611
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	362,210	369,897	385,114	397,586	1,514,807
10. Indirect Costs*	15,674	16,188	16,674	17,215	65,751
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	377,884	386,085	401,788	414,801	1,580,558

(A): Supplement to Implementing the Iowa Core

The IDE has talented staff who are in charge of implementing the Iowa Core. Once the Common Core Standards are finalized, Iowa will go through a process of adopting the standards and integrating with the Iowa Core. This line item provides temporary support during the adoption and roll-out period, and into the implementation planning, as legislated, for elementary schools.

Inflation is charged at 3% per year.

Personnel

Personnel:	% FTE	Base Salary	Total/Yr
Consultant	100%	\$83,000	\$83,000

Fringe Benefits

4.4%

Travel

This line item will cover the consultant and two IDE staff as they travel to LEAs to support implementation of the Iowa Core and stakeholder engagement in the Common Core Standards adoption process. Travel is based on the typical annual costs for travel of a consultant in a similar position, which is \$4,500. This travel is primarily for within-state travel to districts and AEA's.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Equipment

The state of Iowa does not have a rigid definition of equipment; they follow the definitions required by grantmakers.

The consultant receives a laptop and a docking station in year one. One DE staff member receives laptop and docking station in year one to replace outdated equipment, and again in year four. The second receives a laptop and docking station in year three. Each of the three receive a Blackberry for the duration. Subsequent years consider inflation and periodic replacement of portable equipment.

Equipment:	Cost of Item	Total
Four laptops and docking stations	\$2,000	\$8,000 plus inflation
Three Blackberry's and monthly service fees	\$660/year	\$1,980/yr for 4 years

Supplies

In addition to regular office supplies, this office will require instructional and presentation materials. The estimates are based on the average unit expense on supplies within the IDE.

Contractual

Further, the office will conduct professional development with LEAs for which they will need to contract with external consultants. This Center specifically will contract with experts on replacement units and other programs already underway to support competency-based promotion of students.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year/Unit	Total*
Curriculum and standards consultants for two years	\$50,000	\$100,000
Professional development, engagement in standards for LEAs	\$ 25,000	\$100,000
Video library for teachers	\$50,000	\$50,000
Online courses at \$30,000 per unit for 6 units	\$180,000	\$720,000

* Inflation is figured at 3% per year. These figures are rounded to ease viewing.

Indirect Costs

Iowa's indirect cost rate is 4.4% for restricted budget items.

Budget Part II: Project-Level Budget Table					
Project Name:		Center Collaboration, Stakeholder Engagement & Reporting Results			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel		-	-	-	-
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	30,000	270,000	250,000	350,000	900,000
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	30,000	270,000	250,000	350,000	900,000
10. Indirect Costs*	1,320	11,880	11,000	15,400	39,600
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	31,320	281,880	261,000	365,400	939,600

Contracted services to provide meetings, webinars, and conferences to connect participating LEAs to all five Centers. Also includes public service announcements in years 3-4 and an Expo in year three to showcase educational transformation.

STANDARDS AND ASSESSMENTS

Budget Part II: Project-Level Budget Table - Combined					
Project Name:		Standards and Assessments			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	667,250	687,268	707,886	729,122	2,791,525
2. Fringe Benefits	254,750	262,393	270,264	278,372	1,065,779
3. Travel	115,000	118,450	122,004	125,664	481,117
4. Equipment	23,940	2,740	12,688	12,688	52,056
5. Supplies	-	-	-	-	-
6. Contractual	4,900,000	5,047,000	5,198,410	5,354,362	20,499,772
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	5,960,940	6,117,850	6,311,252	6,500,208	24,890,250
10. Indirect Costs*	261,228	269,065	277,137	285,451	1,092,881
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	400,000	412,000	824,000	848,720	2,484,720
13. Total Costs (lines 9-12)	6,622,168	6,798,915	7,412,388	7,634,379	28,467,850

Budget Part II: Section (A), Center for Collaborative Inquiry on Balanced Assessment

Project Name:

Associated with Criteria:

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	667,250	687,268	707,886	729,122	2,791,525
2. Fringe Benefits	254,750	262,393	270,264	278,372	1,065,779
3. Travel	90,000	92,700	95,481	98,345	376,526
4. Equipment	23,940	2,740	12,688	12,688	52,056
5. Supplies		-	-	-	-
6. Contractual	150,000	154,500	159,135	163,909	627,544
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	1,185,940	1,199,600	1,245,454	1,282,437	4,913,431
10. Indirect Costs*	51,128	52,662	54,242	55,869	213,900
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	400,000	412,000	824,000	848,720	2,484,720
13. Total Costs (lines 9-12)	1,637,068	1,664,262	2,123,696	2,187,026	7,612,051

(B): Center for Collaborative Inquiry on Balance Assessment

Inflation is charged at 3% per year.

Personnel

Personnel:	% FTE	Base Salary	Total/Yr
Administrative Consultant	100%	\$86,250	\$86,250

Seven team implementation team members, each with different expertise related to competency-based education, coaching, leadership, and systems thinking or design	100%	\$83,000	\$581,000
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Note, a ninth member of the Center team will be hired through contracted services.

The IDE will work to reorganize so that the Center staff will come onto state payroll at the end of four years. AEAs brought into the center and receive staffing must commit to the same.

Fringe Benefits

4.4%

Travel

A lead consultant will travel very frequently, both within Iowa and outside. Travel is based on the typical annual costs for travel of a consultant in a similar position, which is \$10,000. This travel is for national conferences, USED monitoring, professional development, research, technical assistance, and PR.

Each of the other seven staff is expected to travel at a rate of \$6,000 per year, mostly within Iowa, but also nationally. This travel is for national conferences and USED visits, and to work with participating LEAs, AEAs, and other Centers.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Equipment

The state of Iowa does not have a rigid definition of equipment; they follow the definitions required by grantmakers.

Each staffmember receives a laptop, a docking station, and a Blackberry in year one. Subsequent years consider inflation and periodic replacement of portable equipment.

Equipment:	Cost of Item	Total
Eight laptops and docking stations	\$2,000	\$16,000
Eight Blackberry's and monthly service fees	\$660/year	\$5,280/yr

Supplies

In addition to regular office supplies, this office will require instructional and presentation materials. The estimates are based on the average unit expense on supplies within the IDE.

Contractual

The ninth member of this team will be contracted from outside the IDE/AEAs. This office will receive ongoing professional development around implementation science, adaptive leadership, and systems change, and their individual areas of expertise. Staff will take part in national professional associations. Further, the office will conduct professional development with LEAs. This Center specifically will contract with experts on replacement units and other programs already underway to support competency-based promotion of students.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Ninth team member	\$110,000	\$460,199
Professional development, professional associations, and other contracted services/advice	\$ 40,000	\$167,345

* Inflation is figured at 3% per year.

Indirect Costs

Iowa’s indirect cost rate is 4.4% for restricted budget items.

Supplemental Funding for Participating LEAs

b) The IDE is providing supplemental funding of \$20,000 each to participating LEAs selected to take part in a balanced assessment pilot in years 1-2. In years 3-4, these 20 LEAs will have the option to stay in the work, and an additional 20 LEAs will join.

<u>Activity</u>	<u>Cost</u>	<u>Approx. # of LEAs</u>	<u>Total</u>
LEA competitive Subgrants Year One	\$20,000 each	20	\$400,000
LEA competitive Subgrants Year Two	\$20,000 each (plus inflation)	20	\$412,000
LEA competitive Subgrants Year Three	\$20,000 each	40	\$824,000
LEA competitive Subgrants Year Four	\$20,000 each (plus inflation)	40	\$848,720

Budget Part II: Section (A), MOSAIC

Project Name:
Associated with Criteria:

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel		-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	25,000	25,750	26,523	27,318	104,591
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	2,750,000	2,832,500	2,917,475	3,004,999	11,504,974
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	2,775,000	2,858,250	2,943,998	3,032,317	11,609,565
10. Indirect Costs*	122,100	125,763	129,536	133,422	510,821
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	2,897,100	2,984,013	3,073,533	3,165,739	12,120,386

1) Travel

Several team members from the Center will be required to travel the state to provide training to LEAs as they submit and share assessment, instruction, and student and teacher work items.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

2) Contractual

Membership fees in MOSAIC will be determined once states are awarded Race to the Top funds. This line item represents the minimum it would take for Iowa to fulfill its commitment in this grant, were no other states in the Consortium to receive Race to the Top Funds. The multi-state MOSAIC consortium will require specialized expertise in assessment design, psychometrics, curriculum, instruction, training, and professional development. The full amount will not be known until the scope of MOSAIC is known. This will not be known until Race to the Top awards are made. If Iowa receives a Race to the Top award, we will, within 30 days, present a detailed scope of work and budget for this work.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Total*
MOSAIC membership and related sub contractor requirements	\$11,504,974

* Inflation is figured at 3% per year.

Budget Part II: Section (A)					
Project Name: Iowa Core					
Associated with Criteria:					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					-
2. Fringe Benefits	-	-	-	-	-
3. Travel		-	-	-	-
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	2,000,000	2,060,000	2,121,800	2,185,454	8,367,254
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	2,000,000	2,060,000	2,121,800	2,185,454	8,367,254
10. Indirect Costs*	88,000	90,640	93,359	96,160	368,159
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	2,088,000	2,150,640	2,215,159	2,281,614	8,735,413

Contractual

Developing multiple measures of student achievement and growth to measure attainment of the Iowa Core will require specialized expertise in assessment design, psychometrics, curriculum, instruction, training, and professional development. This work will be done in conjunction with MOSAIC, piggybacking on their platform and generating economies of scale in the field. The full amount will not be known until the scope of MOSAIC is known. This figure is based on a typical investment in a development process for multiple measures. The full amount will not be known until the scope of MOSAIC is known. If Iowa receives a Race to the Top award, we will, within 30 days, present a detailed scope of work and budget for this work.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

(B) DATA SYSTEMS—RESPONSIVE DATA PLATFORMS

Budget Part II: Project-Level Budget Table - Combined					
Project Name:		Data Systems			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	1,145,726	1,180,098	1,215,501	457,033	3,998,358
2. Fringe Benefits	332,813	342,797	353,081	160,358	1,189,049
3. Travel	90,910	93,637	96,446	59,007	340,001
4. Equipment	603,300	233,699	209,110	14,533	1,060,642
5. Supplies	29,000	29,870	30,766	-	89,636
6. Contractual	1,458,750	1,107,800	1,088,194	590,073	4,244,817
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	3,660,499	2,987,901	2,993,099	1,281,004	10,922,503
10. Indirect Costs*	134,517	121,185	122,495	55,725	433,922
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	200,000	206,000	424,360	437,091	1,267,451
13. Total Costs (lines 9-12)	3,995,016	3,315,086	3,539,954	1,773,819	12,623,876

Budget Part II: Project-Level Budget Table					
Center for Collaborative Inquiry on Data Systems					
Project Name:					
Associated with Criteria:					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	418,250	430,798	443,721	457,033	1,749,802
2. Fringe Benefits	146,750	151,153	155,687	160,358	613,947
3. Travel	54,000	55,620	57,289	59,007	225,916
4. Equipment	13,300	13,699	14,110	14,533	55,642
5. Supplies		-	-	-	-
6. Contractual	40,000	41,200	42,436	43,709	167,345
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	672,300	692,469	713,243	734,640	2,812,652
10. Indirect Costs*	28,996	29,866	30,762	31,685	121,308
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	200,000	206,000	424,360	437,091	1,267,451
13. Total Costs (lines 9-12)	901,296	928,335	1,168,365	1,203,416	4,201,412

(A): Center for Collaborative Inquiry on Responsive Data Platforms

Inflation is charged at 3% per year.

Personnel

Personnel:	% FTE	Base Salary	Total/Yr
Administrative Consultant	100%	\$86,250	\$86,250

Four team implementation team members, each with different expertise related to competency-based education, coaching, leadership, and systems thinking or design	100%	\$83,000	\$332,000
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More staffing for the Data Systems Center will be in the form of contractors, due to the specialized nature of the work and the expertise needed.

The IDE will work to reorganize so that the Center staff will come onto state payroll at the end of four years. AEAs brought into the center and receive staffing must commit to the same.

Fringe Benefits

4.4%

Travel

Center staff will be travelling throughout the state to work intensively with LEAs as they attempt to use the developing data platforms. Because of the technical nature of the work and concerns about difficulties early on thwarting the success of the entire multiple measures project, staff in the Data Systems Center will travel overall at higher levels than most staff in other centers. In addition to travel within Iowa, Data Center staff will travel nationally for conferences, USED monitoring, professional development, research, technical assistance, and PR.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Equipment

The state of Iowa does not have a rigid definition of equipment; they follow the definitions required by grantmakers.

Each staffmember receives a laptop, a docking station, and a Blackberry in year one. Subsequent years consider inflation and periodic replacement of portable equipment.

Equipment:	Cost of Item	Total
Five laptops and docking stations	\$2,000	\$10,000
Five Blackberry's and monthly service fees	\$660/year	\$3,300/yr*

- Plus inflation

Contractual

This office will receive ongoing professional development around implementation science, adaptive leadership, and systems change, and their individual areas of expertise. Staff will take part in national professional associations. Further, the office will conduct professional development with LEAs. The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Professional development, professional associations, and other contracted services/advice	\$ 40,000	\$167,345

* Inflation is figured at 3% per year.

Indirect Costs

Iowa’s indirect cost rate is 4.4% for restricted budget items.

Supplemental Funding for Participating LEAs

c) The IDE is providing supplemental funding of \$20,000 each to participating LEAs selected to take part in a competency-based pilot in years 1-2. In years 3-4, these 20 LEAs will have the option to stay in the work, and an additional 20 LEAs will join.

For example:

<u>Activity</u>	<u>Cost</u>	<u>Approx. # of LEAs</u>	<u>Total</u>
LEA competitive Subgrants Year One	\$10,000 each	20	\$200,000
LEA competitive Subgrants Year Two	\$10,000 each (plus inflation)	20	\$206,000
LEA competitive Subgrants Year Three	\$10,000 each	40	\$424,360
LEA competitive Subgrants Year Four	\$10,000 each (plus inflation)	40	\$437,091

Budget Part II: Project-Level Budget Table					
Project Name:		SLDS			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	727,476	749,300	771,779		2,248,556
2. Fringe Benefits	186,063	191,645	197,394		575,102
3. Travel	36,910	38,017	39,158		114,085
4. Equipment	590,000	220,000	195,000		1,005,000
5. Supplies	29,000	29,870	30,766		89,636
6. Contractual	918,750	551,600	515,308		1,985,658
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	2,488,199	1,780,432	1,749,405	-	6,018,037
10. Indirect Costs*	83,521	68,659	68,394	-	220,574
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	2,571,720	1,849,091	1,817,799	-	6,238,611

The IDE has submitted a proposal for a competitive grant to fund strengthening of the statewide longitudinal data system. This amount has been included in Race to the Top. If the other grant is received, it will free up these dollar amounts for further negotiation.

A detailed budget for these items follows.

ED 524 Section C – a.k.a. Budget Narrative

Federal Budget Budget Categories	%	July '10 - June '11	July '11 - June '12	July '12 - June '13	Total
		Year 1	Year 2	Year 3	
1. Personnel	Effort				
SLDS Program manager - New	100%	\$98,435	\$101,388	\$104,430	\$304,253
Data Stewards (10 SMEs on Data Governance Committee)	5%	\$75,000	\$77,250	\$79,568	\$231,818
IT Engineer - ITE contracting	50%	\$38,355	\$39,506	\$40,691	\$118,551
Business Analyst – Early Childhood Bureau SMEs	25%	\$17,147	\$17,661	\$18,191	\$53,000
Help Desk - Anticipated additional calls	100%	\$50,000	\$51,500	\$53,045	\$154,545
SLDS Labor					
Cognos report writer	100%	\$68,400	\$68,400	\$68,400	\$205,200
DW ETL Engineer	100%	\$68,875	\$68,875	\$68,875	\$206,625
DW BI Developer	100%	\$66,500	\$66,500	\$66,500	\$199,500
Data Analysts					
Regents postsecondary	100%	\$81,588	\$84,036	\$86,557	\$252,180
CC College data integration	100%	\$81,588	\$84,036	\$86,557	\$252,180
Workforce-data integration	100%	\$81,588	\$84,036	\$86,557	\$252,180
Subtotals		\$727,476	\$743,187	\$759,369	\$2,230,032
2. Fringe Benefits					
SLDS Program manager - New		\$26,577	\$27,375	\$28,196	\$82,148
Data Stewards (10 SMEs on Data Governance Committee)		\$20,250	\$20,858	\$21,483	\$62,591
IT Engineer - ITE contracting		\$0	\$0	\$0	\$0
Business Analyst – Early Childhood Bureau SMEs		\$4,630	\$4,769	\$4,912	\$14,310
Help Desk - Anticipated additional calls		\$13,500	\$13,905	\$14,322	\$41,727
SLDS Labor					
Cognos report writer		\$18,468	\$18,468	\$18,468	\$55,404

DW ETL Engineer		\$18,596	\$18,596	\$18,596	\$18,596	\$55,789
DW BI Developer		\$17,955	\$17,955	\$17,955	\$17,955	\$53,865
Data Analysts						
Regents postsecondary		\$22,029	\$22,690	\$22,690	\$23,370	\$68,089
CC College data integration		\$22,029	\$22,690	\$22,690	\$23,370	\$68,089
Workforce-data integration		\$22,029	\$22,690	\$22,690	\$23,370	\$68,089
Subtotals		\$186,063	\$189,994	\$189,994	\$194,043	\$570,100
3. Travel						
Annual Trip #1 (3 people)						
Airfare		\$2,400	\$2,400	\$2,400	\$2,400	\$7,200
Lodging (3 nights)		\$1,620	\$1,620	\$1,620	\$1,620	\$4,860
Transportation / Parking		\$300	\$300	\$300	\$300	\$900
Meals / Incidentals		\$450	\$450	\$450	\$450	\$1,350
Annual Trip #2 (3 people)						
Airfare		\$2,400	\$2,400	\$2,400	\$2,400	\$7,200
Lodging (3 nights)		\$1,620	\$1,620	\$1,620	\$1,620	\$4,860
Transportation / Parking		\$300	\$300	\$300	\$300	\$900
Meals / Incidentals		\$450	\$450	\$450	\$450	\$1,350
In state travel						
Project Team travel- Data quality, data literacy, IT administration		\$10,000	\$10,000	\$10,000	\$10,000	
External Committee members' reimbursement		\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
MEIC (5 people)						
Lodging (3 nights)		\$1,620	\$1,620	\$1,620	\$1,620	\$4,860
Transportation / Parking		\$300	\$300	\$300	\$300	\$900
Meals / Incidentals		\$450	\$450	\$450	\$450	\$1,350
Subtotals		\$36,910	\$36,910	\$36,910	\$36,910	\$110,730
4. Equipment						

Curricu-NET				\$240,000	\$240,000	\$240,000	\$240,000	\$720,000
Subtotals			\$918,750	\$551,600	\$515,308	\$1,985,658		
7. Construction			\$0	\$0	\$0	\$0	\$0	\$0
8. Other			\$0	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)			\$2,488,199	\$1,770,691	\$1,729,631	\$5,988,520		
10. Indirect Costs			\$136,851	\$97,388	\$95,130	\$329,369		
11. Training Stipends			\$0	\$0	\$0	\$0		
12. Total Costs (lines 9-11)			\$2,625,050	\$1,868,079	\$1,824,760	\$6,317,889		

Personnel

There are more labor costs than contractual or equipment costs in this proposal, which is rarely the case, but warranted here. Many costs that might be classified contractual costs are classified as personnel costs. As the case was made, Iowa already has a foundational infrastructure: EdInsight, electronic transcripts, Iowa High School Repository, and SIF vertical reporting implementation at the LEA level coming soon. What Iowa needs is more labor to take advantage of this infrastructure and the knowledge developed in its core team so that Iowa educational entities that signed the ARRA assurances can generate reports for all the requirements of the SFSF and the America Competes Act.

New FTE and FTE portions

The grant would add short-term staff for four functional areas:

- EdInsight (data warehouse) team labor for additional ARRA reporting requirements. These individuals would be hired through the IDAS RSP process where prequalified information technology Human Resources vendors submit names of qualified candidates.
- One IWD and one Regents data analyst: These individuals will be employed by IWD and the Regents while be overseen by IDE staff. This is an attempt to configure the workforce in a manner amenable to FERPA with direct joint oversight.
- One community college data analyst to restructure the data architecture and collections and then serve as the SME to integrate certain data for analysis and provide SIF transitional support to districts. The community colleges are a division at IDE so this person will be an IDE employee and hired through the IDAS RSP.
- A portion of a business analyst to work with early childhood data. Early childhood data vary widely: they are either well organized, structured systems or they are haphazardly constructed as an afterthought. Some highly structured system access and data are to be integrated into the SLDS requiring some business analyst time. Also, it would be useful for some business analyst input to be given at the front end of the planned discussions on identifying and collecting additional early childhood data.

In-kind funding

IDE will still be providing the core project EdInsight team, minus one position – a report designer. The state funded report designer position is covered by a hiring freeze, so IDE was unable to fill it after a resignation. The team itself includes a .75 FTE business analyst, 1 FTE database administrator, 1.0 ETL developer, 1.0 director of data quality, and 1.0 report developer. With the 2009 IES grant, 1.0 developer FTE was added full-time and another was added through the RFP process. A third will begin work in January, but be housed at AEA 10. (This area education agency provides the Power School SIS server for zero footprint access to 60 districts and will play a major role in the SIF implementation.) Currently, SLDS project management is being provided by the two co-chairs who are the bureau chiefs of Information Technology (IT) Services and Planning, Research, Development, and Evaluation (PRDE). The division administrator is the executive sponsor and contributes a considerable and ever increasing amount of time to this project.

Travel

As is the case with most grants, two annual trips have been included in this budget for the administrative team who oversees the grant. Additionally, some travel money has been included to keep a larger contingent of the Iowa SLDS engaged in the MEIC dialogue. Earlier MEIC dialogues

were the genesis for moving forward on the multi-state collaboration proposed in this funding. Moving forward on the student locator project can only be facilitated by an annual interaction.

New funding under ARRA and through the Institute of Education Sciences offers Iowa the opportunity to continue to develop Iowa's statewide longitudinal database and incorporate additional preschool information that can help the state improve the education of its children birth through career.

This can be achieved by establishing concerted planning efforts with the Early Childhood Iowa Council, a Governor appointed alliance of stakeholders in Early Care, Health and Education systems that affect children age 0 to 5 in the state of Iowa. Its purpose is to support the development and integration of an Early Care, Health and Education system for Iowa, to identify early childhood data systems relevant to the tracking of educational progress, set priorities for their incorporation into the statewide longitudinal database, and take specific steps to do so. Elements of this plan related to early childhood include [with some implications for funding to be incorporated into grant]:

1. Including a representative from Early Childhood Iowa on the overall advisory group for the longitudinal statewide data system. [Administrative team duties]
2. Establishing a liaison from the longitudinal statewide data system to Early Childhood Iowa and its planning groups, with particular emphasis upon working with its data working groups. [Administrative team duties]
3. Staffing a cross-agency planning effort through Early Childhood Iowa to work to identify different statewide and community databases related to early childhood, assessing how they can be incorporated into the longitudinal data system, and establishing priorities for that work. [Travel expenses and some additional supplies cost]
4. Undertaking specific next steps to incorporate preschool data into the longitudinal statewide database, including the needed technical and administrative costs for this purpose with Shared Visions, Community Empowerment, and Head Start. [Business requirements FTE]
5. Supporting at least two community efforts, one in a rural and one in an urban school district, to both link additional data and to develop prototype reporting and evaluation systems that can use the information to inform further early childhood and school transition activities, with an emphasis upon data analysis down to a neighborhood level in the urban district.

Obviously, a major planning process with all the stakeholders involved lies ahead. While there are mandates, a general architecture, and potential solution packages, given the sensitive nature of data, and considering the federal statutes stipulating their care, legal, as well as technological nuances remain to be hammered out. Clearly, there will be many committees working in the planning stages, as well as ongoing coordination through existing data governance and advisory committees in which all stakeholders who share data will be included. There will be a considerable number of meetings with a considerable number of representatives, so there is money included for reimbursements and for meeting space and materials, including curriculum publication in various media.

Equipment & Contractual

Nearly all of these two categories goes toward institutionalizing two sets of linkages.

1. The continuum within Iowa - the prekindergarten (P)-workforce SLDS with IDE P-12 data, postsecondary data, Iowa College Student Aid Commission (ICSAC), and Iowa Workforce Development (IWD). This is done by leveraging the electronic transcript system (e-transcript)/SIF infrastructure as a medium to flow data. The design will provide bi-directional integration between the P-12 data warehouse (EdInsight) and the ICSAC data warehouse, IWD, the Regent institutions, and private postsecondary in Iowa for the elements that need to be shared per ARRA. SLDS partner agencies would have portal access to EdInsight and be given security and privilege rights appropriate to their use. Under this architecture, EdInsight would now include additional postsecondary data. For instance, IWD would use Cognos (license access funded in the 2009 IES grant) to run reports and do analytics against the data as necessary. Once IWD has a bona fide data warehouse of their own, which is planned, they will require a tight bi-directional integration as the other institutions are ready for now. IWD obviously has unemployment insurance data (every employer pays this for every active employee) that could simply batch or FTP upload into the eScholar framework of EdInsight initially.

Additionally, to include private postsecondary in the exchange network they would need to be connected to the network, which is planned to leverage the electronic transcript system. A separate line item has been included for that.

2. The Interstate component of the SLDS. Money is included for programming necessary to undertake the MEIC student locator project. Money is included for eScholar services. Additionally, Iowa has included other monies for scholar templates, as Iowa is exploring postsecondary access to the unique ID system for generating a unique identifier for out-of-state postsecondary enrollees.

Monies have also been included for three ongoing data service costs. The first is to participate in the National Clearinghouse Pilot Project; the clearinghouse is adding unique student identifiers, this along with having the postsecondary social security number would provide a valuable crosswalk for ultimately providing continuous trend data for Iowa borne, breed, and educated workers. Participation in the pilot provides a robust data set, but it does not provide longitudinal data for inclusion in EdInsight nor does it meet all of the SFSF data requirements (e.g., number who complete one years of postsecondary credits within two years of graduating secondary school). So it will serve as an interim solution until interoperability for data exchange between K-12 and postsecondary and workforce exists; thus, this potentially ongoing cost will come to an end. The other ongoing costs are assessment and curriculum related. For early development, SWIS access would be paid for by Iowa LEAs and selected data items (there are a litany of office referral items) would be integrated into EdInsight for reporting. It would complete the existing and planned Diebels data. The other is the CurricUNET application for community colleges. This cost will at some point need to be transferred to the state system for the program to continue.

ITP is also being contracted to develop longitudinal business intelligence (BI) business requirements. The requirements would implement the research ITP is doing to support IDE and the ARRA

educational assurances. For instance, ITP is performing theoretical research on how its ITBS and ITED statewide accountability tests correspond to the ACT and predict college preparedness. This research could become applied in EdInsight so K-12 educators could make educational adjustments early in students' careers.

Construction

There are no construction costs associated with this RFA.

Other

There are no other costs associated with this RFA.

Indirect costs

IDE's indirect cost rate is 5.5 percent. The calculations in the detail budget reflect this ratio.

Training Stipends

IDE is offering no stipends, but is instead spending IES assistance money only on reimbursement of expenses, meeting expenses, and training materials.

Budget Part II: Project-Level Budget Table					
Project Name:		MOSAIC Platform			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel		-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel		-	-	-	-
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	250,000	257,500	265,225	273,182	1,045,907
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	250,000	257,500	265,225	273,182	1,045,907
10. Indirect Costs*	11,000	11,330	11,670	12,020	46,020
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	261,000	268,830	276,895	285,202	1,091,927

1) Contractual

In order to be fully engaged in the multi-state assessment consortium MOSAIC, we will need to develop data platforms to handle multiple forms of student and teacher work samples. The development costs for such platforms will be significant, but cannot be fully determined until the scope of MOSAIC is known. This will not be possible until Race to the Top awards are made. If Iowa receives a Race to the Top award, we will, within 30 days, present a detailed scope of work and budget for this work.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Budget Part II: Project-Level Budget Table					
Project Name:		Iowa Core Assessment Platform			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel		-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel		-	-	-	-
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	250,000	257,500	265,225	273,182	1,045,907
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	250,000	257,500	265,225	273,182	1,045,907
10. Indirect Costs*	11,000	11,330	11,670	12,020	46,020
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	261,000	268,830	276,895	285,202	1,091,927

1) Contractual

Developing the data platforms to capture and help manage multiple measures of student achievement and growth to measure attainment of the Iowa Core will require specialized expertise in assessment design, psychometrics, curriculum, instruction, training, and professional development. This work will be done in conjunction with MOSAIC, piggybacking on their platform and generating economies of scale in the field. The full amount will not be known until the scope of MOSAIC is known. This will not be known until Race to the Top awards are made. If Iowa receives a Race to the Top award, we will, within 30 days, present a detailed scope of work and budget for this work.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Budget Part II: Project-Level Budget Table – Combined

Project Name: Great Teachers and Leaders

Associated with Criteria:

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	667,250	687,268	707,886	729,122	2,791,525
2. Fringe Benefits	243,000	250,290	257,799	265,533	1,016,621
3. Travel	115,300	118,759	122,322	125,991	482,372
4. Equipment	23,940	24,658	25,398	26,160	100,156
5. Supplies	-	-	-	-	-
6. Contractual	3,436,667	3,539,767	3,645,960	3,755,338	14,377,731
7. Training Stipends	500,000	515,000	530,450	546,364	2,091,814
8. Other	60,000	61,800	63,654	65,564	251,018
9. Total Direct Costs (lines 1-8)	5,046,157	5,197,541	5,353,468	5,514,072	21,111,237
10. Indirect Costs*	220,978	227,607	234,435	241,468	924,488
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	1,400,000	1,442,000	1,909,620	1,966,909	6,718,529
13. Total Costs (lines 9-12)	6,667,134	6,867,148	7,497,523	7,722,448	28,754,253

Budget Part II: Project-Level Budget Table					
Project Name:		Center for Collaborative Inquiry on Teacher and Administrator			
Effectiveness					
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	667,250	687,268	707,886	729,122	2,791,525
2. Fringe Benefits	243,000	250,290	257,799	265,533	1,016,621
3. Travel	58,000	59,740	61,532	63,378	242,650
4. Equipment	23,940	24,658	25,398	26,160	100,156
5. Supplies		-	-	-	-
6. Contractual	182,000	187,460	193,084	198,876	761,420
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	1,174,190	1,209,416	1,245,698	1,283,069	4,912,373
10. Indirect Costs*	50,611	52,129	53,693	55,304	211,738
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	400,000	412,000	848,720	874,182	2,534,902
13. Total Costs (lines 9-12)	1,624,801	1,673,545	2,148,111	2,212,555	7,659,012

(D): Center for Collaborative Inquiry on Teacher and Administrator Evaluation and Support

Inflation is charged at 3% per year.

Personnel

Personnel:	% FTE	Base Salary	Total/Yr
Administrative Consultant	100%	\$86,250	\$86,250

Seven team implementation team members, each with different expertise related to competency-based education, coaching, leadership, and systems thinking or design	100%	\$83,000	\$581,000
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Note, a ninth member of the Center team will be hired through contracted services.

The IDE will work to reorganize so that the Center staff will come onto state payroll at the end of four years. AEAs brought into the center and receive staffing must commit to the same.

Fringe Benefits

4.4%

Travel

A lead consultant will travel very frequently, both within Iowa and outside. Travel is based on the typical annual costs for travel of a consultant in a similar position, which is \$10,000. This travel is for national conferences, USED monitoring, professional development, research, technical assistance, and PR.

Each of the other seven staff is expected to travel at a rate of \$6,000 per year, mostly within Iowa, but also nationally. This travel is for national conferences and USED visits, and to work with participating LEAs, AEAs, and other Centers.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Equipment

The state of Iowa does not have a rigid definition of equipment; they follow the definitions required by grantmakers.

Each staffmember receives a laptop, a docking station, and a Blackberry in year one. Subsequent years consider inflation and periodic replacement of portable equipment.

Equipment:	Cost of Item	Total
Eight laptops and docking stations	\$2,000	\$16,000
Eight Blackberry's and monthly service fees	\$660/year	\$5,280/yr

Supplies

In addition to regular office supplies, this office will require instructional and presentation materials. The estimates are based on the average unit expense on supplies within the IDE.

Contractual

The ninth member of this team will be contracted from outside the IDE/AEAs. This office will receive ongoing professional development around implementation science, adaptive leadership, and systems change, and their individual areas of expertise. Staff will take part in national professional associations. Further, the office will conduct professional development with LEAs. This Center specifically will contract with experts on replacement units and other programs already underway to support competency-based promotion of students.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Ninth team member	\$110,000	\$460,199
Professional development, professional associations, and other contracted services/advice	\$ 40,000	\$167,345
Contractors to provide professional development to LEAs and consultation on special topics	\$ 72,000	\$301,221

* Inflation is figured at 3% per year.

Indirect Costs

Iowa’s indirect cost rate is 4.4% for restricted budget items.

Supplemental Funding for Participating LEAs

d) The IDE is providing supplemental funding of \$20,000 each to participating LEAs selected to take part in a competency-based pilot in years 1-2. In years 3-4, these 20 LEAs will have the option to stay in the work, and an additional 20 LEAs will join.

<u>Activity</u>	<u>Cost</u>	<u>Approx. # of LEAs</u>	<u>Total</u>
LEA competitive Subgrants Year One	\$20,000 each	20	\$400,000
LEA competitive Subgrants Year Two	\$20,000 each (plus inflation)	20	\$412,000
LEA competitive Subgrants Year Three	\$20,000 each	40	\$848,720
LEA competitive Subgrants Year Four	\$20,000 each (plus inflation)	40	\$874,182

Budget Part II: Project-Level Budget Table					
Project Name:		Assessment for Learning			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel		-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	25,300	26,059	26,841	27,646	105,846
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	120,000	123,600	127,308	131,127	502,035
7. Training Stipends	500,000	515,000	530,450	546,364	2,091,814
8. Other	60,000	61,800	63,654	65,564	251,018
9. Total Direct Costs (lines 1-8)	705,300	726,459	748,253	770,700	2,950,712
10. Indirect Costs*	31,033	31,964	32,923	33,911	129,831
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	736,333	758,423	781,176	804,611	3,080,543

Assessment for Learning

Inflation is charged at 3% per year.

Travel

Center staff will travel very frequently for this special project. The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Contractual

The Assessment for Learning project has been ongoing in Iowa for two years. The Race to the Top funds will allow us to contract for more time with our expert consultants and to do more things, including coaching training, the establishment of online professional learning communities, and online coursework.

This further will allow for videotaped modules of actual teacher practice with formative assessment, the use of these modules in professional development and professional learning communities.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Two consultants, plus materials development and dissemination	\$470,000	\$1,966,305

* Inflation is figured at 3% per year.

Indirect Costs

Iowa’s indirect cost rate is 4.4% for restricted budget items.

Training Stipends

The IDE will provide training stipends to cover the costs of substitute teachers for the teachers and teacher leaders who take part in one day of training per month.

<u>Activity</u>	<u>Cost</u>	<u>Approx. # of teachers covered</u>	<u>Total/Year</u>	<u>Total for Four Years (w/inflation)</u>
Training stipends	\$125/day for 1 day/month	100	\$150,000	\$627,544

Budget Part II: Project-Level Budget Table

Project Name: Pay-for-Performance and Career Ladder Pilots
Associated with Criteria:
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel		-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel		-	-	-	-
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual		-	-	-	-
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	1,000,000	1,030,000	1,060,900	1,092,727	4,183,627
13. Total Costs (lines 9-12)	1,000,000	1,030,000	1,060,900	1,092,727	4,183,627

Pay-for-Performance and Career Ladder Pilot projects. While pilot sites will compete for these subgrants, and therefore they may have alternate approaches to how the funds are expended, the figure was arrived at by averaging half the investment of last year's Iowa pilot with the cost of subsidizing an average of \$5,000 per teacher for 200 teachers each of the four years of the grant.

Budget Part II: Section (A), Project #4					
Project Name:		Teacher Quality Partnership and the TQ(3)			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel		-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel		-	-	-	-
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	3,166,667	3,261,667	3,359,517	3,460,302	13,248,152
7. Training Stipends		-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	3,166,667	3,261,667	3,359,517	3,460,302	13,248,152
10. Indirect Costs*	139,333	143,513	147,819	152,253	582,919
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs		-	-	-	-
13. Total Costs (lines 9-12)	3,306,000	3,405,180	3,507,335	3,612,555	13,831,071

The IDE has applied for a Teacher Quality Partnership grant. We will not know whether we receive this competitive grant prior to the date the Race to the Top application is due. Thus, we have included the full amount of that grant in our application. If Iowa is awarded a Teacher Quality Partnership grant, we will negotiate with the Department on the use of these funds.

In addition, the IDE is a partner on a second grant application for the TQ(3) proposal. We have included one strand of that work in this proposal, as it is the strand that focuses specifically on recruiting candidates of color into teaching. Thus, one-third of the TQ(3) proposal funds are included in this budget. Again, if we are to win that award, we would be prepared to negotiate with the Department on the final disposition of the funds.

A detailed budget for the Teacher Quality Partnership and the Talent to Teach, Talent to Lead, Talent to Learn project follows.

Iowa Teacher Quality Partnership Grant 2010

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	TOTAL
1. Department of Education Salaries						
Mary Beth Schroeder Fracek Project Director	\$88,000	\$89,760	\$91,555	\$93,386	\$95,254	\$457,955
Programmers (two)	\$140,000	\$142,800	\$145,656	\$148,569	\$151,540	\$728,565
SUBTOTAL: 1. Department of Education Salaries	\$228,000	\$232,560	\$237,211	\$241,955	\$246,794	\$1,186,520
2. Department of Education Benefits 26%						
Project Director	\$22,880	\$23,338	\$23,804	\$24,280	\$24,766	\$119,068
Programmers (two)	\$36,400	\$37,128	\$37,871	\$38,628	\$39,400	\$189,427
SUBTOTAL: 2. Department of Education Benefits	\$59,280	\$60,466	\$61,675	\$62,908	\$64,166	\$308,495
3. Department of Education Travel						
National Conference on Teacher Effectiveness	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
New Teacher Center Symposium (2 participants)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
USDE annual TQP meeting	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Stanford University (2 participants)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
In state travel to UNI, LEAs, ans AEAs	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
SUBTOTAL: 3. Department of Education Travel	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
4. Department of Education Equipment						
Schools comms equipment \$ 20000/ea x 10 school bldgs x 2 ea	\$0	\$200,000	\$200,000	\$10,000	\$10,000	\$420,000
Integrated Platform	\$75,000	\$100,000	\$125,000	\$225,000	\$225,000	\$750,000
SUBTOTAL: 4. Department of Education Equipme	\$75,000	\$300,000	\$325,000	\$235,000	\$235,000	\$1,170,000
5. Department of Education Supplies						
IDOE Supplies	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$105,000
SUBTOTAL: 5. Department of Education Supplies	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$105,000
6. Department of Education Contractual						
A. University of Northern Iowa (Itemize by Position)						
1) UNI Salaries						
Mary Herring, Co-Director						
a. Acad. Yr. (9 mos)	\$16,336	\$16,989	\$17,669	\$17,669	\$18,375	\$87,037
b. Summer (3 mos)	\$13,613	\$14,158	\$14,724	\$14,724	\$15,313	\$72,531
Nadene Davidson, Co-Director						
a. Acad. Yr. (9 mos)	\$15,863	\$16,498	\$17,158	\$17,158	\$17,844	\$84,520
b. Summer (3 mos)	\$13,219	\$13,748	\$14,298	\$14,298	\$14,870	\$70,433
Teacher Effectv research team members (3) - mtgs & tasks						
a. Acad. Yr. (9 mos)	\$0	\$0	\$0	\$0	\$0	\$0
b. Summer (3 mos)	\$30,000	\$0	\$0	\$0	\$0	\$30,000
UNI Assmt team members (4) - mtgs & tasks						
a. Acad. Yr. (9 mos)	\$48,000	\$49,920	\$51,917	\$51,917	\$53,993	\$255,747

b. Summer (3 mos)	4	20,000	0.00	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Faculty redesigning/teaching courses- methods & Ed Adm (12-24/yr)												
a. Acad. Yr. (9 mos)	12	60,000	0.25	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
b. Summer (3 mos)	12	20,000	0.25	\$0	\$62,400	\$64,896	\$0	\$0	\$0	\$0	\$0	\$127,296
Subtotal Faculty Academic Yr Salaries				\$80,199	\$83,407	\$86,743	\$86,743	\$90,213	\$90,213	\$86,743	\$90,213	\$427,304
Subtotal Faculty Summer Salaries				\$56,832	\$90,306	\$93,918	\$29,022	\$30,183	\$30,183	\$29,022	\$30,183	\$300,260
Project Coordinator		45,000	1.00	\$45,000	\$46,800	\$48,672	\$48,672	\$50,619	\$50,619	\$48,672	\$50,619	\$239,763
Field Placement Liaison/Coordinator		45,000	1.00	\$0	\$46,800	\$48,672	\$48,672	\$50,619	\$50,619	\$48,672	\$50,619	\$194,763
Student Teaching Supervisor		55,000	25-.75	\$0	\$7,150	\$29,744	\$30,934	\$46,401	\$46,401	\$30,934	\$46,401	\$114,228
Programmer for tech platforms		60,000	0.25	\$0	\$0	\$0	\$0	\$15,000	\$15,000	\$0	\$15,000	\$30,600
Technology Specialist		50,000	1.00	\$50,000	\$52,000	\$54,080	\$54,080	\$56,243	\$56,243	\$54,080	\$56,243	\$266,403
Instructional Designer		45,000	1.00	\$45,000	\$46,800	\$48,672	\$48,672	\$50,619	\$50,619	\$48,672	\$50,619	\$239,763
(Position Title), (Name) (12 mos)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal P&S Staff Salaries				\$140,000	\$199,550	\$229,840	\$246,030	\$270,100	\$270,100	\$246,030	\$270,100	\$1,085,520
Secretary II		34,000	1.00	\$34,000	\$35,360	\$36,774	\$36,774	\$38,245	\$38,245	\$36,774	\$38,245	\$181,154
Subtotal Merit Staff Salaries				\$34,000	\$35,360	\$36,774	\$36,774	\$38,245	\$38,245	\$36,774	\$38,245	\$181,154
Graduate Assistant Stipends				2010-11								
a. Master's Acad. Yr. (9 mos.)	3	8728	100%	\$26,183	\$27,230	\$28,320	\$28,320	\$30,630	\$30,630	\$29,452	\$30,630	\$141,816
b. Master's Summer (2 mos)	0	1939	100%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
a. Doctoral Acad. Yr. (9 mos.)	2	13083	100%	\$26,166	\$27,213	\$28,302	\$28,302	\$29,434	\$29,434	\$28,302	\$29,434	\$139,416
b. Doctoral Summer (2 mos)	2	2907	100%	\$5,815	\$6,047	\$6,289	\$6,289	\$6,541	\$6,541	\$6,289	\$6,541	\$30,981
Subtotal Grad Asst Salaries				\$58,164	\$60,491	\$62,910	\$62,910	\$66,605	\$66,605	\$64,043	\$66,605	\$312,213
Undergraduate Assistant Wages												
a. Acad. Yr. (9 mos.)	1	720	\$9.00	\$6,480	\$6,480	\$6,480	\$6,480	\$6,480	\$6,480	\$6,480	\$6,480	\$32,400
b. Summer (10 wks)	0	400	\$9.00	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal Undergrad Wages				\$6,480	\$32,400							
SUBTOTAL: UNI Salaries & Wages				\$375,675	\$475,593	\$516,666	\$469,092	\$501,826	\$501,826	\$469,092	\$501,826	\$2,338,853
2) UNI Benefits												
33.30% of Faculty AY Salaries				\$26,706	\$27,774	\$28,885	\$28,885	\$30,041	\$30,041	\$28,885	\$30,041	\$142,292
22.20% of Faculty SM Salaries				\$12,617	\$20,048	\$20,850	\$20,850	\$6,701	\$6,701	\$6,443	\$6,701	\$66,658
36.40% of Professional/Scientific Staff Salaries				\$50,960	\$72,636	\$83,662	\$83,662	\$98,317	\$98,317	\$89,555	\$98,317	\$395,129
44.90% of Merit System-Clerical Salaries				\$15,266	\$15,877	\$16,512	\$16,512	\$17,172	\$17,172	\$16,512	\$17,172	\$81,338
SUBTOTAL: UNI Benefits				\$105,549	\$136,335	\$149,909	\$141,395	\$152,230	\$152,230	\$141,395	\$152,230	\$685,418

C. UCLA CRESST											
	Margaret Heritage - Assmt Consultant \$ 80/hr x 120 hrs							\$0	\$0	\$0	\$9,600
	Margaret Heritage - Assmt Consultant - 1 2 day-trip to IA							\$0	\$0	\$0	\$800
	Total CRESST Costs							\$0	\$0	\$0	\$10,400
D. Area Education Agency											
	AEA & teachers on assmt team - 8 x \$100/day x 6 mtgs							\$0	\$0	\$0	\$4,800
	AEA, others to assmt team mtgs - 4 x 6 day trips							\$0	\$0	\$0	\$400
	Total AEA Costs							\$0	\$0	\$0	\$5,200
E. Local Education Agencies											
	On site field teacher-liaisons - 25% time x 5 districts + fringe							\$65,000	\$65,000	\$65,000	\$260,000
	Lvl 5-6 Mentor teacher stipends \$300							\$0	\$7,500	\$9,000	\$16,500
	School tech coords - 25% time x 5 districts + fringe							\$0	\$0	\$0	\$0
	Total LEA Costs							\$65,000	\$72,500	\$74,000	\$276,500
F. New Teacher Center											
	Induction Survey							\$60,000	\$60,000	\$60,000	\$300,000
G. To Be Bid by IDOE											
	Grant Evaluator							\$75,000	\$75,000	\$75,000	\$375,000
H. MiraVia Inc											
	Journey to Excellence Mentor Training							\$25,000	\$25,000	\$25,000	\$125,000
I. UNI Events Center											
	Mentoring and Induction Institute							\$20,000	\$20,000	\$20,000	\$100,000
J. Iowa Alliance for Arts Education											
	Music Mentor Program							\$75,000	\$75,000	\$75,000	\$375,000
M. Iowa Board of Education Examiners											
	Facilitate the Integrated Technology Platform for alternative licensure							\$20,000	\$20,000	\$20,000	\$100,000
	SUBTOTAL: 6. Department of Education Contract							\$1,371,255	\$1,624,822	\$1,099,721	\$6,448,536
7. Department of Education Construction--none											
								\$0	\$0	\$0	\$0
8. Department of Education Other--none											
								\$0	\$0	\$0	\$0
9. Department of Education Total Direct Costs (Lines 1-8)											
	Total Department Costs minus Contractual							\$624,026	\$654,886	\$576,960	\$2,820,015
10. Department of Education Total Indirect Costs											

Budget Part II: Project-Level Budget Table - Combined

Project Name: Supporting the Lowest Achieving Schools

Associated with Criteria:

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	563,450	751,334	773,874	797,090	2,885,747
2. Fringe Benefits	217,588	224,115	230,839	237,764	910,305
3. Travel	212,000	230,720	237,642	244,771	925,132
4. Equipment	23,940	24,658	25,398	26,160	100,156
5. Supplies	-	-	-	-	-
6. Contractual	750,000	525,300	541,059	557,291	2,373,650
7. Training Stipends	108,750	112,013	115,373	118,834	454,969
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,875,728	1,868,139	1,924,184	1,981,909	7,649,959
10. Indirect Costs*	81,479	81,113	83,547	86,053	332,191
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	1,417,000	2,424,500	2,432,225	1,273,182	7,546,907
13. Total Costs (lines 9-12)	3,374,206	4,373,752	4,439,955	3,341,144	15,529,057

Budget Part II: Project-Level Budget Table

Project Name: Center for Collaborative Inquiry on Intensive Support to Schools

Associated with Criteria:

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	501,250	687,268	707,886	729,122	2,625,525
2. Fringe Benefits	155,388	160,049	164,851	169,796	650,083
3. Travel	36,000	49,440	50,923	52,451	188,814
4. Equipment	23,940	24,658	25,398	26,160	100,156
5. Supplies		-	-	-	-
6. Contractual	400,000	164,800	169,744	174,836	909,380
7. Training Stipends	-	-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	1,116,578	1,086,215	1,118,801	1,152,365	4,473,959
10. Indirect Costs*	48,076	46,708	48,110	49,553	192,447
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	1,167,000	2,167,000	2,167,000	1,000,000	6,501,000
13. Total Costs (lines 9-12)	2,331,654	3,299,923	3,333,911	2,201,918	11,167,406

(E): Center for Collaborative Inquiry on Intensive School Support

Inflation is charged at 3% per year.

Personnel

Personnel:	% FTE	Base Salary	Total Yr 1	Total Yr 2	Total Yr 3	Total Yr 4
Administrative Consultant	100%	\$86,250	\$86,250	88,838	91,503	94,248

Five implementation team members in year one, each with different expertise related to competency-based education, coaching, leadership, and systems thinking or design, and seven in year two, as we add additional schools.	100%	\$83,000	\$415,000	598,430	616,383	634,874
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Note, a ninth member of the Center team will be hired through contracted services.

The IDE will work to reorganize so that the Center staff will come onto state payroll at the end of four years. AEA's brought into the center and receive staffing must commit to the same.

Fringe Benefits

4.4%

Travel

All consultants will travel very frequently, both within Iowa and outside. Travel is based on traveling at a rate of \$6,000 per year, mostly within Iowa, but also nationally. This travel is for national conferences and USED visits, and to work with participating LEAs, AEA's, and other Centers.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Equipment

The state of Iowa does not have a rigid definition of equipment; they follow the definitions required by grantmakers.

Each staffmember receives a laptop, a docking station, and a Blackberry in year one. Subsequent years consider inflation and periodic replacement of portable equipment.

Equipment:	Cost of Item	Total
Nine laptops and docking stations	\$2,000	\$18,000
Nine Blackberry's and monthly service fees	\$660/year	\$5,940/yr

Supplies

In addition to regular office supplies, this office will require instructional and presentation materials. The estimates are based on the average unit expense on supplies within the IDE.

Contractual

The ninth member of this team will be contracted from outside the IDE/AEAs. This office will receive ongoing professional development around implementation science, adaptive leadership, and systems change, and their individual areas of expertise. Staff will take part in national professional associations. Further, the office will conduct professional development with LEAs. This Center specifically will contract with experts on replacement units and other programs already underway to support competency-based promotion of students.

In addition, the team will rely on national consultants with a great deal of experience with school turn-around models. The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Ninth team member	\$110,000	\$460,199
Professional development, professional associations, and other contracted services/advice	\$ 40,000	\$167,345
Contractors to provide professional development to LEAs and consultation on special topics	\$ 250,000	\$759,380

* Inflation is figured at 3% per year.

Indirect Costs

Iowa's indirect cost rate is 4.4% for restricted budget items.

Supplemental Funding for Participating LEAs

- e) The IDE is providing supplemental funding to each participating LEAs with a persistently low-achieving school to go toward implementing one of the four reform models. These will be provided on a per pupil basis. In year one, the subgrants go to Tier II schools. Additional school may be added in subsequent years.

<u>Activity</u>	<u>Cost</u>	<u>Approx. # of Schools</u>
LEA School Subgrants Year One	\$1,167,000	7
LEA School Subgrants Year Two	2,167,000	11
LEA School Subgrants Year Three	2,167,000	11
LEA School Subgrants Year Four	1,000,000	7

Budget Part II: Section (A), Project #4

Overcoming achievement gaps by poverty through Learning Supports

Project Name:

Associated with Criteria:

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	62,200	64,066	65,988	67,968	260,222
2. Fringe Benefits	22,800	23,484	24,189	24,914	95,387
3. Travel	6,000	6,180	6,365	6,556	25,102
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	110,000	113,300	116,699	120,200	460,199
7. Training Stipends	108,750	112,013	115,373	118,834	454,969
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	309,750	319,043	328,614	338,472	1,295,878
10. Indirect Costs*	13,629	14,038	14,459	14,893	57,019
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	250,000	257,500	265,225	273,182	1,045,907
13. Total Costs (lines 9-12)	573,379	590,580	608,298	626,547	2,398,804

Inflation is charged at 3% per year.

Personnel

Personnel:	% FTE	Base Salary	Total Yr 1	Total Yr 2	Total Yr 3	Total Yr 4
Consultant	50%	\$83,000	\$41,500	42,745	44,027	45,348
Secretary	50%	\$41,400	\$20,700	21,321	21,961	22,619

Fringe Benefits

4.4%

Travel

Learning Supports work is largely in the field. Thus, consultants travel very frequently, both within Iowa and outside. This grant would cover the full year’s travel budget for the Learning Supports team member. Travel is based on traveling at a rate of \$6,000 per year, mostly within Iowa, but also nationally. This travel is for national conferences and USED visits, and to work with participating LEAs, AEAs, and other Centers.

The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Contractual

The Learning Supports team will rely on national consultants to keep Iowa moving on the cutting edge. The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
Equivalent of an additional team member, spread out among different consultants during the year as needed.	\$110,000	\$460,199

* Inflation is figured at 3% per year.

Indirect Costs

Iowa’s indirect cost rate is 4.4% for restricted budget items.

Supplemental Funding for Participating LEAs

- f) The IDE is providing supplemental funding to each participating LEAs engaged in Learning Supports programming

<u>Activity</u>	<u>Cost</u>
LEA Subgrants Year One	\$250,000
LEA Subgrants Year Two	257,5000
LEA Subgrants Year Three	265,225
LEA Subgrants Year Four	273,182

Budget Part II: Section (A), Project #5					
Project Name:		Overcoming racial achievement gaps--a collaborative			
Associated with Criteria:		(Evidence for selection criterion (A)(2)(i)(d))			
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel		-	-	-	-
2. Fringe Benefits		-	-	-	-
3. Travel	7,500	7,725	7,957	8,195	31,377
4. Equipment		-	-	-	-
5. Supplies		-	-	-	-
6. Contractual	250,000	257,500	265,225	273,182	1,045,907
7. Training Stipends	-	-	-	-	-
8. Other		-	-	-	-
9. Total Direct Costs (lines 1-8)	257,500	265,225	273,182	281,377	1,077,284
10. Indirect Costs*	11,330	11,670	12,020	12,381	47,400
11. Funding for Involved LEAs		-	-	-	-
12. Supplemental Funding for Participating LEAs	200,000	206,000	212,180	218,545	836,725
13. Total Costs (lines 9-12)	468,830	482,895	497,382	512,303	1,961,410

Travel

This collaborative work will engage LEAs, AEAs, the IDE, partners in higher education and the business community, and other sectors. The work is largely in the field and will entail bringing in national experts in year one as we design a program focused on Iowa’s demographics. This grant would cover travel for CCI team members, consultants, invited guests. The state of Iowa currently reimburses 39 cents per mile for mileage and \$50 per night for lodging.

Contractual

The work on racial equity will be led by contractors working closely with Center and IDE staff. The IDE will be a participant in the events, just as much as a provider. These funds will cover a coordinator who engages primary delivery on the program, but also covers costs of bringing in national experts.

The state has not yet procured these services; upon receipt of the grant, the State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Contractual	Per Year	Total*
One primary contractor to coordinate and deliver service	\$150,000	\$627,544
Up to five consultants to join in a collaborative design process	100,000	418,363

* Inflation is figured at 3% per year.

Indirect Costs

Iowa's indirect cost rate is 4.4% for restricted budget items.

Supplemental Funding for Participating LEAs

- a) The IDE is providing supplemental funding to each participating LEAs in the racial achievement gap work.

<u>Activity</u>	<u>Cost</u>
LEA Subgrants Year One	\$200,000
LEA Subgrants Year Two	206,000
LEA Subgrants Year Three	212,180
LEA Subgrants Year Four	218,545

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 07 / 01 / 2009 To: 6 / 30 / 2010

Approving Federal agency: X ED ___ Other
(Please specify agency): _____

Directions for this form:

Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations: